



Since 1881

**THE AMERICAN COLLEGE, MADURAI**

(An Autonomous Institution Affiliated to Madurai Kamaraj University)

**Re-accredited (3rd cycle) with Grade 'A+' CGPA 3.47 on a 4 point scale**

**Learning Outcomes-based Curriculum Framework (LOCF)  
W.e.f 2024-2025**

**DEPARTMENT OF HISTORY**

**BOARD OF STUDIES MEETING**

**May 2024 session**

**1<sup>st</sup> August 2024**

## Department of HISTORY (UG)

### Programme Specific Outcomes (PSOs)

On the successful completion of the Undergraduate programme, the students will be able to

<b>PSO1 Disciplinary Knowledge</b>	interpret the past and existing social, political, religious and economic conditions of the people.
<b>PSO2 Communication Skills</b>	think and argue historically and critically in writing and discussing the social problems.
<b>PSO3 Problem Solving</b>	extract evidence from primary sources by analyzing and evaluating them in relation to their cultural and historical context.
<b>PSO4 Analytical Reasoning</b>	approach various issues with a critical and analytical mind for viable solutions.
<b>PSO5 Research Skills</b>	compare and contrast the ideas and concepts of history and other disciplines.
<b>PSO6 Digital Literacy</b>	visualize the historical events through video lessons and write articles on historical topics.
<b>PSO7 Leadership and Teamwork</b>	develop a sense of team work and leadership quality by playing active roles in collecting artifacts, participating in historical drama and making historical models.
<b>PSO8 Moral and Ethical Awareness/Reasoning</b>	improve a sense of love, respect, patriotism towards the society. Build a sense of civic responsibility and also a law-abiding citizen.
<b>PSO9 Multicultural Competence</b>	promote harmony and the spirit of common brotherhood amongst the people transcending religious, linguistic, regional and sectional diversities.
<b>PSO10 Self-directed &amp; Lifelong Learning</b>	acquire to face the challenges of the contemporary society impart moral education.

**Department of HISTORY (UG)**  
**Learning Outcomes - Based Curriculum Framework (LOCF)**  
**(w.e.f 2024-2025)**

Sem	Part	Course Code	Course Title	Hours/Wk.	Credits	Marks
1	I	24XXXNNNN	Tamil / Hindi / French	3	2	30
1	II	24XXXNNNN	English	3	2	30
1	III CC	24HIT1501	History of India up to 712 A.D.	5	5	75
1	III CC	24HIT1401	History of Tamil Nadu up to 1311 A.D.	4	4	60
1	III CC	24HIT1403	History of Europe (1453 - 1789 A.D.)	4	4	60
1	III S	24HIT1405	World Civilizations	5	4	60
1	IV NME	24XXXNNNN	Non Major Elective – I	3	2	30
1	IV AEC	24XXX/HVS/CHR1200	Human Values Development/Christian Studies	3	2	30
1	V	24XXXNNNN	NSS/NCC/PED/SLP/GMP/GNS/LIB/ACH	-	-	-
<b>Total</b>				<b>30</b>	<b>25</b>	<b>375</b>
2	I	24XXXNNNN	Tamil / Hindi / French	3	2	30
2	II	24XXXNNNN	English	3	2	30
2	III CC	24HIT1502	History of India (712 - 1526 A.D.)	5	5	75
2	III CC	24HIT1402	History of Tamil Nadu (1311 - 1800 A.D.)	4	4	60
2	III CC	24HIT1404	History of Europe (1789 - 1919 A.D.)	4	4	60
2	III S	24HIT1406	Indian Geography	5	4	60
2	IV NME	24XXXNNNN	Non Major Elective – II	3	2	30
2	IV AEC	24HIT1200	Environmental Studies	3	2	30
2	V	24XXXNNNN	NSS/NCC/PED/SLP/GMP/GNS/LIB/ACH	-	1	-
<b>Total</b>				<b>30</b>	<b>25+1</b>	<b>375+15</b>
3	I	24XXXNNNN	Tamil / Hindi / French	3	2	30
3	II	24XXXNNNN	English	3	2	30
3	III CC	24HIT2401	History of India (1526 - 1707 A.D)	4	4	60
3	III CC	24HIT2403	History of Tamil Nadu since 1801 A.D	4	4	60
3	III CC	24HIT2405	History of Madurai	4	4	60
3	III CC	24HIT2407	History of USA	4	4	60
3	III S	24HIT2409	Women Studies	5	4	60
3	IV SEC	24XXXNNNN	Skill Enhancement Course - I	3	2	30
3	V	24XXXNNNN	NSS/NCC/PED/SLP/GMP/GNS/LIB/ACH	-	-	-
<b>Total</b>				<b>30</b>	<b>26</b>	<b>390</b>
4	I	24XXXNNNN	Tamil / Hindi / French	3	2	30
4	II	24XXXNNNN	English	3	2	30
4	III CC	24HIT2402	History of India (1707 - 1857 A.D.)	4	4	60
4	III CC	24HIT2404	Indian Constitution	4	4	60
4	III CC	24HIT2406	History of Science and Technology in India	4	4	60
4	III CC	24HIT2408	History of China and Japan	4	4	60
4	III S	24HIT2410	Indian Art and Architecture	5	4	60
4	IV SEC	24XXXNNNN	Skill Enhancement Course - II	3	2	30
4	V	24XXXNNNN	NSS/NCC/PED/SLP/GMP/GNS/LIB/ACH	-	1	-
<b>Total</b>				<b>30</b>	<b>26+1</b>	<b>390+15</b>

Sem	Part	Course Code	Course Title	Hours/Wk	Credits	Marks
5	III CC	24HIT3601	History of India (1857 - 1947 A.D.)	6	6	90
5	III CC	24HIT3603	Historiography	6	6	90
5	III CC	24HIT3605	International Relations since 1919 A.D.	6	6	90
5	III DSE	24HITNNNN	DSE – I	5	4	60
5	III GE	24XXXNNNN	Generic Elective - I	4	3	45
5	IV IS	24XXX3255	Internship*	-	2	30
5	IV SEC	24XXXNNNN	Skill Enhancement Course - III	3	2	30
<b>Total</b>				<b>30</b>	<b>29</b>	<b>435</b>
6	III CC	24HIT3602	Contemporary History of India	6	6	90
6	III CC	24HIT3604	Principles and Methods of Archaeology	6	6	90
6	III CC	24HIT3606	Project	6	6	90
6	III DSE	24HITNNNN	DSE – II	5	4	60
6	III GE	24XXXNNNN	Generic Elective - II	4	3	45
6	IV SEC	24XXX3266	Professional Competency Skill	3	2	30
<b>Total</b>				<b>30</b>	<b>27</b>	<b>405</b>
<b>Grand Total</b>				<b>180</b>	<b>158+2</b>	<b>2370+30</b>

\* Internship - Second Year Vacation (30 Hrs.)

### Part III

#### Discipline Specific Elective (DSE)

Sem	Part	Course Code	Course Title	Hours/Wk.	Credits	Marks
5	III	24HIT3401	Principles of Tourism	5	4	60
		24HIT3403	Intellectual History of India			
6	III	24HIT3402	Archives Keeping	5	4	60
		24HIT3404	Panchayat Raj			

#### Supportive (offered to History Department)

Sem	Part	Course Code	Course Title	Hours/Wk.	Credits	Marks
1	III	24HIT1405	World Civilizations	5	4	60
2	III	24HIT1406	Indian Geography	5	4	60
3	III	24HIT2409	Women Studies	5	4	60
4	III	24HIT2410	Indian Art and Architecture	5	4	60

**Generic Elective (GE)**

Sem	Part	Course Code	Course Title	Hours/Wk.	Credits	Marks
5	III	24HIT3301	Freedom Struggle in India	4	3	45
		24HIT3303	Social Movements in India			
6	III	24HIT3302	History for Competitive Examinations	4	3	45
		24HIT3304	Indian Culture			

**Part IV****Non-Major Electives (NME)**

Sem	Part	Course Code	Course Title	Hours/Wk.	Credits	Marks
1	IV	24HIT1201	Tourism in India	3	2	30
		24HIT1203	Archaeological Sites in India			
2	IV	24HIT1202	Makers of Modern India	3	2	30
		24HIT1204	Cultural Heritage in India			

**Skill Enhancement Courses (SEC)**

Sem	Part	Course Code	Course Title	Hours/Wk.	Credits	Marks
3	IV	24HIT2201	Epigraphy	3	2	30
4	IV	24HIT2202	Museology	3	2	30
5	IV	24HIT3201	Human Rights	3	2	30
6	IV	24HIT3266	Professional Competency Skill	3	2	30

### Mapping with POs

HIT	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
	3	3	2	2	2	2	3	1	2	2

### Mapping of Courses with PSOs

Courses	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8	PSO9	PSO10
24HIT1501	3	3	3	1	2	2	3	2	2	2
24HIT1401	3	2	3	1	1	2	3	1	1	2
24HIT1403	2	2	2	1	2	3	2	2	1	1
24HIT1405	3	3	3	2	1	2	2	1	1	2
24HIT1502	3	3	2	2	1	2	3	2	2	2
24HIT1402	3	3	3	2	2	2	2	2	2	2
24HIT1404	2	3	3	2	2	2	3	2	2	2
24HIT1406	3	2	3	2	2	2	2	1	1	2
24HIT2401	3	3	2	2	1	2	3	2	2	1
24HIT2403	3	2	2	2	1	2	3	3	3	2
24HIT2405	3	2	3	1	2	2	3	1	2	2
24HIT2407	2	2	3	1	2	2	3	1	2	1
24HIT2409	2	3	2	2	1	2	2	2	2	2
24HIT2402	2	2	3	2	1	2	3	1	1	2
24HIT2404	2	2	2	2	2	2	3	3	3	2
24HIT2406	2	2	3	2	3	2	2	1	1	1
24HIT2408	2	3	2	2	2	2	3	2	2	1
24HIT2410	3	3	3	1	2	2	2	1	1	1
24HIT3601	3	3	2	2	1	2	3	3	3	2
24HIT3603	2	2	2	2	3	2	2	1	1	1
24HIT3605	3	2	3	2	2	2	3	2	1	2
24HIT3401/ 24HIT3403	2	2	2	1	2	2	2	2	2	2
24HIT3602	3	2	2	3	2	2	3	1	2	3
24HIT3604	3	3	3	3	3	2	2	1	1	1
24HIT3606	3	3	3	3	2	2	3	2	2	3
24HIT3402/ 24HIT3404	2	2	3	2	2	2	2	2	2	2
Average	2.5	2.5	2.5	1.8	1.8	2.0	2.5	1.4	1.7	1.7

### Mapping of Courses with POs

Courses	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
24HIT1201/ 24HIT1203	3	3	3	2	1	2	3	1	2	2
24HIT1202/ 24HIT1204	3	3	2	1	1	2	3	2	2	2
24HIT1200	3	2	3	1	1	2	2	2	1	2
24HIT2201	3	3	2	1	2	2	2	1	2	2
24HIT2202	3	2	2	1	1	2	2	1	2	2
24HIT3301/ 24HIT3303	3	3	2	1	2	2	3	2	2	2
24HIT3201	2	3	3	2	1	2	3	1	2	2
24HIT3302/ 24HIT3304	3	3	2	2	2	2	2	2	2	2
24HIT3266	3	2	2	2	2	2	3	2	2	2
Average	2.8	2.6	2.3	1.4	1.4	2	2.5	1.4	1.8	2



Course Code	Name of the Course	Category	Hours/Wk.	Credits
24HIT1501	History of India up to 712 A.D	Core	5	5

This course presents the characteristics of pre and proto historic cultures in India and the impact of Vedic culture on society, religion and culture. It explains the emergence of Centralized State under the Mauryas and Ashoka's Dhamma.

### Course Outcomes:

At the end of the course, students will be able to

**CO1:** perceive the characteristics of pre, proto and historic cultures in India.

**CO2:** identify the emergence of new religion and rise of Mahajanapadas.

**CO3:** illustrate the administrative system prevailed during ancient period.

**CO4:** analyze the political, social and economic conditions of Kushanas and Guptas.

**CO5:** evaluate the contributions of Vardhanas and Rajputs.

### Unit I:

**15 Hours**

Geographical Features – Sources – Pre- and Proto History - Harappan Civilization - Megalithic Culture– Early Vedic Age – Later Vedic Age.

### Unit II:

**15 Hours**

Buddhism and Jainism – Greek and Persian Invasions of India– Alexander’s Invasion - Rise of Mahajanapadas - Magadhan Empire – Nandas.

### Unit III:

**15 Hours**

Mauryas – Chandragupta Maurya – Asoka – Policy of Dhamma - Mauryan Administration – Art and Architecture – Down fall of Mauryas.

### Unit IV:

**15 Hours**

Kushanas – Kanishka-I – Gupta Empire – Chandragupta Vikramaditya -Samudragupta –Kumara Gupta - Administration – Social and Economic Developments - Nalanada, Vikramasila and Valabhi Universities.

### Unit V:

**15 Hours**

Vardhanas - Harshavardhana – Administration – Religious Contributions –Rajputs – cultural contribution – Arab conquest of Sind.

### Learning Resources:

#### Text Books

1. Khurana. K.L. *History of India: Earliest times to 1526 A.D.*, Lakshmi Narain Agarwal, Agra, 1995.
2. Romila Thapar, *The Penguin History of Early India: From the origin to A.D. 1300*, Penguin Books, New Delhi, 2002.
3. Sharma. L.P, *History of Ancient India*, Konark Pub. Pvt. Ltd., New Delhi, 2008.
4. Sharma. R.S, *India's Ancient Past*, Oxford University Press, New Delhi, 2017.

#### References

1. Basham. A.L, *The Wonder that was India*, London, Macmillan, 2004
2. Luniya. B.N., *Evolution of Indian Culture*, Agra, Lakshmi Narain Publication, 2005
3. Sathianathaier. R., *Political and Cultural History of India*, Vol. I, Viswanathan & Co., Chennai, 1980.

**CO-PSO Mapping Table**

	<b>PSO1</b>	<b>PSO2</b>	<b>PSO3</b>	<b>PSO4</b>	<b>PSO5</b>	<b>PSO6</b>	<b>PSO7</b>	<b>PSO8</b>	<b>PSO9</b>	<b>PSO10</b>
<b>CO 1</b>	3	2	3	1	1	2	3	1	-	1
<b>CO 2</b>	3	3	3	1	2	2	3	2	2	2
<b>CO 3</b>	2	2	3	2	1	2	3	2	1	2
<b>CO 4</b>	3	3	3	2	-	2	2	2	1	2
<b>CO 5</b>	3	3	3	1	2	2	2	1	2	1
<b>Average</b>	<b>2.8</b>	<b>2.6</b>	<b>3</b>	<b>1.4</b>	<b>1.5</b>	<b>2</b>	<b>2.6</b>	<b>1.6</b>	<b>1.5</b>	<b>1.6</b>

Course Code	Name of the Course	Category	Hours/Wk.	Credits
24HIT1401	History of Tamil Nadu up to 1311 A.D	Core	4	4

This course presents the geography and sources of Tamil Nadu. It traces the practices of polity, society and economy of the Sangam period. It explains the of Pallavas rule in Tamilnadu. It describes the achievements and contribution of the Imperial Cholas and factors for the decline of the Pandyas.

**Course Outcomes:**

At the end of the course, students will be able to

**CO1:** perceive the sources for the study of history of Tamil Nadu from pre historic period.

**CO2:** summarize the socio, economic and political aspects during Sangam Age.

**CO3:** interpret the Political, Social and Economic conditions of Pallavas and First Pandyan Empire.

**CO4:** analyze the administrative system under Cholas.

**CO5:** evaluate the social and economic condition of second Pandyan Empire.

**Unit I:**

**12 Hours**

Geographical features of Tamil Nadu – Sources: Archaeological and Literary – Pre and Proto history of Tamil Nadu.

**Unit II:**

**12 Hours**

Sangam Age – Early Cholas – Karikala – Cheras – Senguttuvan – Pandyas – Nedunchezian – Polity – Society – Economy – Foreign Trade – Religion – Literature – Kalabhara Interregnum – Impact of their rule.

**Unit III:**

**12 Hours**

The Pallavas – Origin: Early Pallavas – Later Pallavas – Political, Social and Economic Conditions– Architecture – Early Bakthi Movement – The First Pandyan Empire – Sources –Triangular conflict between Pallavas, Pandyas and Western Chalukyas – Administration.

**Unit IV:**

**12Hours**

Later Cholas: Raja Raja Chola I – Rajendra Chola I – Overseas Expansion – Kulothunga I – Chalukya-Chola relations – Administrative System – Social and Economic life – Maritime Trade and Commerce – Religion – Literature –Art and Architecture.

**Unit V:**

**12Hours**

The Second Pandyan Empire (1190-1312 AD) – Triangular conflict among Cholas, Pandyas and Hoysalas – Social and Economic Life – Malik Kafur’s Invasions.

**Learning Resources:**

Text Books

1. Chellam. V.T., *Tamil Nadu: History and Culture (in Tamil)*, Manivasagar Pathipakam, 2016.
2. Eraiyarasan, *The History of Tamil Nadu (The Only Surviving Classical Civilization)*, International Institute of Tamil Studies, Chennai, 2017.
3. Manoranjithamoni. C., *History of Tamil Nadu upto 1565 A.D.*, Dave – Beryl Publication, Thirunelveli, 2019.

References

1. Avvai Duraisamy Pillai, *History of the Chera King*, Saran Books, Chennai, 2020.
2. Chellam. V.T., *New Light on the Early History of Tamil Nadu*, Vijay Publications, Trichy, 1981.
3. Minakshi. C., *Administration and Social Life Under the Pallavas*, University of Madras, Madras, 1938.
4. NilakantaSastri. K.A., *The Colas*, University of Madras, Madras, 1984.
5. NoboruKarashima, ed., *A Concise History of South India: Issues and Interpretations*, Oxford University Press, New Delhi, 2014.
6. Pillay. K.K., *Historical Heritage of Tamils*, MJP Publishers, Chennai, 2021.
7. Srinivasa Iyengar. P.T., *History of the Tamils: From the Earliest Times to 600 A.D.*, Asian Educational Services, New Delhi, 2001.
8. Subramanian. N., *Sangam Polity*, Asia Publishing House, Bombay, 1966.

Websites/ e-Learning Resources

**CO-PSO Mapping Table**

	<b>PSO1</b>	<b>PSO2</b>	<b>PSO3</b>	<b>PSO4</b>	<b>PSO5</b>	<b>PSO6</b>	<b>PSO7</b>	<b>PSO8</b>	<b>PSO9</b>	<b>PSO10</b>
<b>CO 1</b>	3	2	3	1	1	2	2	1	-	1
<b>CO 2</b>	3	2	3	1	2	2	3	1	1	-
<b>CO 3</b>	3	2	3	2	1	2	3	-	1	1
<b>CO 4</b>	2	2	2	2	1	2	3	2	1	3
<b>CO 5</b>	3	2	3	1	2	2	2	1	2	1
<b>Average</b>	<b>2.8</b>	<b>2</b>	<b>2.8</b>	<b>1.4</b>	<b>1.4</b>	<b>2</b>	<b>2.6</b>	<b>1.3</b>	<b>1.2</b>	<b>1.5</b>

Course Code	Name of the Course	Category	Hours/Wk.	Credits
24HIT1403	History of Europe (1453- 1789 A.D.)	Core	4	4

This course presents the highlights in geographical discoveries, spread of Christianity, Renaissance effects, reformations and enlightened despots of European countries.

**Course Outcomes:**

At the end of the course, students will be able to

**CO1:** identify the geographical discoveries by European Geographers.

**CO2:** summarize the contributions in literature and art during Renaissance Period.

**CO3:** assess the role of leaders during Reformation and Counter Reformation.

**CO4:** examine the domestic and foreign policy of Louis XIV to XVI.

**CO5:** estimate the rule of the Enlightened Despots.

**Unit I:**

**12 Hours**

Fall of Constantinople – 1453 – Beginning of modern age- geographical discoveries- Spanish discoveries – the discoveries of English explorers – French explores- effects of geographical discoveries- political change- trade and commerce- social change- spread of Christianity.

**Unit II:**

**12 Hours**

Renaissance in Italy – Literary Renaissance- Francesco- Petrarch- Givann Boccaccio a visit to – Renaissance in Arts – Leonardo-da-venci – Raphel – Michael Angelo- Venetian School of Painting –Effects of Renaissance.

**Unit III:**

**12 Hours**

Reformation in Germany- Martin Luther – The Schism- Protestantism in Switzerland- counter reformation- Results of the Reformation- Henry VIII of England- Charles V- Phillip II – Thirty Years of war.

**Unit IV:**

**12 Hours**

Louis XIV- domestic and foreign policy – wars of Louis XIV- the Dutch war of Indian independence – League of Augsburg- Spanish war of succession- the Treaty of Utrecht of 1713- Louis XV – Louis XVI.

**Unit V:**

**12 Hours**

The enlightened Despots- Raise of Prussia- Frederic the Great- Rise of Austria- Maria Theresa- Joseph II- Rise of Russia- Peter the Great- Catherine – Beginning of the French Revolution.

**Learning Resources:**

Text Books

1. Gokhale. B.K., *Introduction to Western Civilization*, S.Chand and Company Ltd., New Delhi, 1984
2. Rao, B.V, *History of Europe*, Sterling Publishers Pvt. Ltd. 2012.
3. Ramalingam.T.S, *History of Europe*, T.S.R.Publication, Madurai, 1987.

References

1. Anderson, M.S, *Europe in the Eighteenth century 1713-1783*, Oxford University, London 1996.
2. Khurana. K.L, *Simple History of Modern Europe 1453-1789* New Delhi , Lakshmi Narain Agarwal, Publication, 2008.

3. Rao,B.V, *World History*, Sterling Publishers Pvt. Ltd. 1991.  
Websites/ e-Learning Resources

**CO-PSO Mapping Table**

	<b>PSO1</b>	<b>PSO2</b>	<b>PSO3</b>	<b>PSO4</b>	<b>PSO5</b>	<b>PSO6</b>	<b>PSO7</b>	<b>PSO8</b>	<b>PSO9</b>	<b>PSO10</b>
<b>CO 1</b>	3	2	2	1	2	2	2	1	1	2
<b>CO 2</b>	3	2	2	2	2	3	2	-	1	1
<b>CO 3</b>	2	-	2	1	2	3	-	1	1	1
<b>CO 4</b>	2	2	2	2	2	2	2	2	2	1
<b>CO 5</b>	2	2	2	1	2	3	3	1	2	2
<b>Average</b>	<b>2.4</b>	<b>2</b>	<b>2</b>	<b>1.4</b>	<b>2</b>	<b>2.6</b>	<b>2.3</b>	<b>1.3</b>	<b>1.4</b>	<b>1.4</b>

Course Code	Name of the Course	Category	Hours/Wk.	Credits
24HIT1405	World Civilizations	Supportive	5	4

This course presents the origin of human and various races in the world. It explains the contributions of Sumerians to the world. It gives knowledge about the ancient civilizations and their contribution to the world. It describes the world Religions and its concepts.

### Course Outcomes:

At the end of the course, students will be able to

**CO1:** recognize the human evolution and the concept of culture and civilization.

**CO2:** summarize is the Legacy of earliest civilizations.

**CO3:** estimate the salient features of classical civilizations.

**CO4:** focus the features of middle age civilizations.

**CO5:** analyze the concept of religions in the world.

### Unit I: 15 Hours

Culture and Civilization - Prehistoric Man - Paleolithic age - Neolithic age – Chalcolithic age – Human Races and their Movement.

### Unit II: 15 Hours

Egyptian Civilization - Mesopotamian Civilizations - Sumerian - Babylonian –Assyrian - Hebrew Civilization - Indus Valley Civilization.

### Unit III: 15 Hours

Classical Civilizations – Greek Civilization – Roman Civilization – Chinese Civilization –Mayas, Incas and Astez Civilization.

### Unit IV: 15 Hours

Middle Ages: Byzantine Civilization – Persian Civilization – Arabian Civilization – Contribution to Religion and Philosophy.

### Unit V: 15 Hours

Religion: Hinduism – Buddhism – Judaism- Zoroastrianism – Islam – Christianity –Confucianism.

### Learning Resources:

#### Text Books

1. Gokhale. B.K., *Introduction to Western Civilization*, S.Chand and Company Ltd., New Delhi, 1984.
2. Sen S.N., *Ancient History & Civilization*, Wiley Eastern Ltd., New Delhi, 1988.
3. Swain.J.E, *A History of World Civilization*, Eurasia Publishing House (Pvt.) Ltd., New Delhi, 1997.

#### References

1. Davies. H.A., *An Outline History of the World*, Oxford University Press, 1968
2. Fellipe Fernandez, *Civilizations*, London, 2000.
3. Hermann Schneider, *The History of World Civilization from Prehistoric Times to the Middle Ages*, 1931
4. Weech. W.N., *History of the World*, Volume I, II & amp; III, New Delhi, 1992.

#### Websites/ e-Learning Resources

**CO-PSO Mapping Table**

	<b>PSO1</b>	<b>PSO2</b>	<b>PSO3</b>	<b>PSO4</b>	<b>PSO5</b>	<b>PSO6</b>	<b>PSO7</b>	<b>PSO8</b>	<b>PSO9</b>	<b>PSO10</b>
<b>CO 1</b>	3	2	3	2	2	2	2	1	1	1
<b>CO 2</b>	3	3	3	1	1	2	2	1	1	-
<b>CO 3</b>	3	2	3	1	1	2	2	1	-	1
<b>CO 4</b>	3	3	2	2	1	2	1	1	1	2
<b>CO 5</b>	2	3	2	2	1	2	2	2	2	2
<b>Average</b>	<b>2.8</b>	<b>2.6</b>	<b>2.6</b>	<b>1.6</b>	<b>1.2</b>	<b>2</b>	<b>1.8</b>	<b>1.2</b>	<b>1.3</b>	<b>1.5</b>



Course Code	Name of the Course	Category	Hours/Wk.	Credits
24HIT1201	Tourism in India	NME	3	2

This course presents the significant of tourist destinations and it helps to promote Tourism. It reflects the natural and manmade resources in India.

**Course Outcomes:**

At the end of the course, students will be able to

**CO1:** recognize the meaning of the tourism product and its types.

**CO2:** trace the destinations related to eco tourism.

**CO3:** identify Beaches related to the development of tourism.

**CO4:** analyze the wildlife tourism related destinations and its impacts in tourism

**CO5:** assess the role of monuments to promote tourism in India.

**Unit I: 9 Hours**

Meaning and Definition – Kinds of Tourism – Adventure Tourism Aamby Valley, Skydiving, White River Rafting, Trekking, Horse Riding.

**Unit II: 9 Hours**

Hill Stations – Gulmarg – Manali – Shimla- Darjeeling- Shillong- Mount Abu – Coorg – Ooty – Kodaikanal – Yercaud.

**Unit III: 9 Hours**

Beach Tourism: Kerela, Goa, Andaman Nicobar Islands, Lakshadweep Island, Marina, Kovalam, Kanyakumari.

**Unit IV: 9 Hours**

Wildlife Tourism- Gir National Park, Sariska Wildlife Sanctuary, Ghana National Park (Rajasthan), and Corbett National Park (Uttarkhand)- Kaziranga National Park (Assam), Gir National Park (Gujarat), and Kanha National Park (Madhya Pradesh).

**Unit V: 9 Hours**

Taj Mahal-Red Fort-Ajanta and Ellora Caves, Gateway of India-Qutub Mina-Victoria Memorial, Kolkata. Khajuraho Temple, Madhya Pradesh.

**Learning Resources:**

Text Books

1. Revathy Grish and Thandavan R, *Tourism Product (Part I)*, Dominant Publishers, New Delhi 2005.
2. Revathy Grish and Thandavan R, *Tourism Product (Part II)*, Dominant Publishers, New Delhi 2005.
3. Sati.V.P, *Tourism Development in India*, Pointer Publishers, Rajasthan , 2001.

References

1. Agarwal, Prateek, A.,*Tourism Development and Economic Growth*, New Delhi, Mohit Publishers, 2005.
2. Battacharya, A.K. *Ecotourism and Livelihood*, New Delhi, Concept Publishing Company, 1999.

3. Chauhan, Ravee., *Heritage and Cultural Tourism*, Delhi, Vista International Publishing House, 2006.
4. Ranga, Mukesh, *Tourism Potential in India*, Delhi, Abhijeet Publications, 2003.
5. Sharma, K.K., *Tourism and Culture*, New Delhi, Sarup & Sons, 1999.
6. Sinha, P.C. *Leisure Tourism*. New Delhi: Dominant Publishers, 1999.

Websites/ e-Learning Resources

**CO-PO Mapping Table**

	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PO6</b>	<b>PO7</b>	<b>PO8</b>	<b>PO9</b>	<b>PO10</b>
<b>CO 1</b>	2	2	2	1	1	2	2	2	3	3
<b>CO 2</b>	3	2	2	1	-	2	3	1	2	3
<b>CO 3</b>	3	2	3	2	1	2	2	1	2	2
<b>CO 4</b>	2	2	3	-	2	2	3	-	2	2
<b>CO 5</b>	3	2	3	1	1	1	3	1	1	1
<b>Average</b>	<b>2.6</b>	<b>2</b>	<b>2.6</b>	<b>1.3</b>	<b>1.3</b>	<b>1.8</b>	<b>2.6</b>	<b>1.3</b>	<b>2</b>	<b>2.2</b>

Course Code	Name of the Course	Category	Hours/Wk.	Credits
24HIT1203	Archaeological Sites in India	NME	3	2

This course presents the significance of Archaeological sites to reconstruct our past History, it focus the culture and socio economic condition of pre historic age.

**Course Outcomes:**

At the end of the course, students will be able to

**CO1:** recognise the values of Pre-historical sites.

**CO2:** describe the importance of Indus valley sites and Rock edicts of Ashoka.

**CO3:** identify the Buddhist and Jain Monuments to recollect their legacies.

**CO4:** analyze the features of architectural monuments under Mughals.

**CO5:** assess the significance of the Archaeological sites in Tamil Nadu.

**Unit I: 9 Hours**

Meaning and Definition – Primary Sources for reconstruct History- Pre history sites – Bimbetka- Belan Valley- Soan Valley – Pallavaram- Ahar- Diamabad.

**Unit II: 9 Hours**

Indus Valley Sites- Harappa- Mohanjadora- Kalibangan- Lothal, Chanhudaro- Dholavira- Rock Edicts- Pillar Edicts- Rock edicts.

**Unit III: 9 Hours**

Ajanta Caves, Amaravathi, Barabar Caves- Bodh Gaya- Ellora Caves- Elephanta caves –Nagarjunakonda, Stupas – Viharas and Chaitiyas.

**Unit IV: 9 Hours**

Taj Mahal- Red Fort- Humayuns Tomb-Agra Fort- Fatepur Sikiri-Qutub Minar- Hampi.

**Unit V: 9 Hours**

Pallavaram – Athirappakkam- Arikamedu- Adichanallur – Kaveripom Pattinam- Keeladi – Sivakalai.

**Learning Resources:**

Text Books

1. Revathy Grish and Thandavan R, *Tourism Product (Part I)*, Dominant Publishers, New Delhi 2005.
2. Revathy Grish and Thandavan R, *Tourism Product (Part II)*, Dominant Publishers, New Delhi 2005

References

1. Basham. A.L., *The Wonders that was India*, Surjeet publications, Delhi, 2013.
2. Sumit Singh, *Buddhist Stupas in South Asia*, Cyber Tech publications, New Delhi, 2014.
3. Revathy Girish, *Cultural Heritage of India*, Wisdom Press, New Delhi, 2010.

Websites/ e-Learning Resources

**CO-PO Mapping Table**

	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PO6</b>	<b>PO7</b>	<b>PO8</b>	<b>PO9</b>	<b>PO10</b>
<b>CO 1</b>	3	2	2	2	1	2	1	1	2	1
<b>CO 2</b>	3	3	3	2	-	2	3	1	2	1
<b>CO 3</b>	3	3	2	2	1	2	2	2	2	2
<b>CO 4</b>	3	3	-	1	1	2	3	-	2	1
<b>CO 5</b>	2	2	1	1	1	2	1	1	2	1
<b>Average</b>	<b>2.8</b>	<b>2.6</b>	<b>2</b>	<b>1.6</b>	<b>1</b>	<b>2</b>	<b>2</b>	<b>1.3</b>	<b>2</b>	<b>1.2</b>

Course Code	Name of the Course	Category	Hours/Wk.	Credits
24HIT1502	History of India (712 – 1526 A.D.)	Core	5	5

This course presents the genesis of the Sultanate rule in India. It also deals with the administration and reforms of Delhi Sultanates and the impacts of Bhakti Movement.

**Course Outcomes:**

At the end of the course, students will be able to

**CO1:** perceive the consolidation of the power under Sultanates.

**CO2:** outline the administration of the Slave and Khilji reign.

**CO3:** summarize the reforms of Tughlug to Lodi dynasties.

**CO4:** analyze the administration under Delhi sultanates.

**CO5:** examine the impact of Bakthi and Sufi movement.

**Unit I: 15 Hours**

Sources for Medieval Indian History – Arab Conquest of Sindh- Causes for Arab success – Mohammad of Ghazni; Battles of Ghazni – Somnath Conquest- - Muhammad Ghori- Conquests- Battles of Tarain – Estimate.

**Unit II: 15 Hours**

Delhi Sultanate: Slave Dynasty: Qutub- ud- din Aibek- Iltumish- Sultana Raziya- Ghiyas ud din Balban- Jalal – ud- din Khilji –Ala-ud-din Khilji- Impact Mangol Invasion – Conquests.

**Unit III: 15 Hours**

Tughlug Dynasty: Mohammed-bin-Tughlug – Feroz Tughlug- Domestic Policy- Judicial Reforms- Sayyid Dynasty: Khizr khan, Mubarak Shah, Muhammad Shah- Alam shah – Lodi Dynasty: Bahlol Lodi – Ibrahim Lodi.

**Unit IV: 15 Hours**

Administration under Delhi Sultanate: Revenue- Central –military administrations- Art and Architecture – causes for the downfall of the Delhi Sultanate.

**Unit V: 15 Hours**

Bhakthi Movement – Ramanuja- Ramananda- Nimbarkara- Vallabhacharya – Chaitanya- Kabir- Guru Nanak- Eknath- Tukaram- Ramdas – Sufi Movement –India on the eve of Babur’s Invasion.

**Learning Resources:**

Text Books

1. Satish Chandra, *History of Medieval India*, Orient Blackswan, New Delhi, 2017
2. Sharma. L.P., *History of Medieval India*, 1000-1740 A.D., Konark Pub. Pvt. Ltd., New Delhi, 1997
3. Mehta. J.L. *Advanced Study in the History of Medieval India, Vol. III: Medieval Indian Society and Culture*, Sterling Pub., New Delhi, 2019

## References

1. Habibullah.A.B.M.*The Foundation of Muslim Rule in India*, Central Book Depot, 1967
2. Majumdar. R.C, et. al., *An Advanced History of India*, MacMillan, Delhi, 1974
3. Mohammad Habib and. Nizami. K.A, *Comprehensive History of India: The Delhi Sultanate (A.D. 1206-1526)*, People's Publishing House, Delhi, 1970.
4. Satish Chandra, *Medieval India*, Part I & II, New Delhi, NCERT, 1971

## Websites/ e-Learning Resources

**CO-PSO Mapping Table**

	<b>PSO1</b>	<b>PSO2</b>	<b>PSO3</b>	<b>PSO4</b>	<b>PSO5</b>	<b>PSO6</b>	<b>PSO7</b>	<b>PSO8</b>	<b>PSO9</b>	<b>PSO10</b>
<b>CO 1</b>	2	3	3	2	1	2	3	2	2	1
<b>CO 2</b>	3	3	2	-	1	2	2	2	2	1
<b>CO 3</b>	3	2	2	3	2	2	3	2	1	3
<b>CO 4</b>	2	3	3	3	1	2	-	1	1	2
<b>CO 5</b>	3	2	2	1	1	2	2	2	2	3
<b>Average</b>	<b>2.6</b>	<b>2.6</b>	<b>2.2</b>	<b>2.3</b>	<b>1.2</b>	<b>2</b>	<b>2.6</b>	<b>1.8</b>	<b>1.6</b>	<b>2</b>

Course Code	Name of the Course	Category	Hours/Wk.	Credits
24HIT1402	History of Tamil Nadu (1311 – 1800 A.D.)	Core	4	4

This course presents to Madurai Sultanate and its contribution. It gives the knowledge of Vijayanagar rule in Tamil Nadu. It describes the contribution of the Nayaks of Madurai, Senji and Thanjavur. It also explains contribution of the Marathas to Tamil culture. It highlights the Poligar Rebellion as the early resistance against British imperialism.

#### Course Outcomes:

At the end of the course, students will be able to

**CO1:** outline the administrative features of Madurai Sultanates.

**CO2:** summarize the political achievements of Vijayanagar and Nayaks of Madurai.

**CO3:** estimate the administration and cultural condition of Nayaks.

**CO4:** analyze the rule of Sethupathis of Ramnad and the contributions of Marathas to Tamil society and their administration.

**CO5:** assess the Tamil society under the Nawabs and Poligar rebellion as an early resistance against British imperialism.

#### Unit I: 12 Hours

Decline of the Pandya Kingdom – Rise of the Madurai Sultanate – Administration – Society – Economy – Culture.

#### Unit II: 12 Hours

Impact of Vijayanagar Rule – Invasion of Kumara Kampana – The Nayaks of Madurai – Vishwanatha Nayak – Thirumalai Nayak – Rani Mangammal – Meenakshi – Decline of Nayaks of Madurai.

#### Unit III: 12 Hours

Nayaks of Tanjore – Nayaks of Senji – Civil War among the Nayak Rulers – Poligari system – Administration – Social and Economic Conditions – Religion – Temple Art and Architecture.

#### Unit IV: 12 Hours

Marathas of Tamil Country – Serfoji II – Administration – Contribution of Maratha to the Tamil Culture – Saraswathi Mahal Library – Sethupathis of Ramnad – Society – Economy – Religion and Culture.

#### Unit V: 12 Hours

Nawabs of Carnatic – Tamil Society Under the Nawabs – Society – Economy – Religion and Culture – Poligar Rebellion – Puli Thevar – Khan Sahib – Velu Nachiyar – Veerapandia Kattabomman – Revolt of Maruthu Brothers.

#### Learning Resources:

Text Books.

1. Kalidoss. R., *History and Culture of Tamils*, Vijay Publishers, Dindugal, 1976.
2. Rajayyan.K., *History of Tamil Nadu, 1565 to 1982*, Raj Publishers, 1982.

3. Subramanian. N., *History of Tamil Nadu, 1336 to 1984*, Koodal Publications, 1976.
4. Varghese Jeyaraj. S., *Socio – Economic History of Tamil Nadu 1565- 1967*, Anns Publication, Uthamapalayam, 2017.

References

1. Rajayyan. K., *Rise and Fall of the Poligars of Tamil Nadu*, University of Madras, 1974
2. Rajayyan. K., *South Indian Rebellion: The First War of Independence 1800-1801*, Akani Veliyeedu, 2012
3. Sathianathaier. R., *History of the Nayaks of Madura*, University of Madras, Madras, 1980
4. Srinivasan. K.R., *Temples of South India*, National Book Trust, New Delhi, 2005

Websites/ e-Learning Resources

**CO-PSO Mapping Table**

	<b>PSO1</b>	<b>PSO2</b>	<b>PSO3</b>	<b>PSO4</b>	<b>PSO5</b>	<b>PSO6</b>	<b>PSO7</b>	<b>PSO8</b>	<b>PSO9</b>	<b>PSO10</b>
<b>CO 1</b>	2	3	3	-	1	2	1	1	2	1
<b>CO 2</b>	3	3	3	2	2	3	2	2	1	1
<b>CO 3</b>	3	3	3	1	2	2	2	1	2	-
<b>CO 4</b>	2	3	2	2	3	3	2	-	2	2
<b>CO 5</b>	3	2	2	1	2	2	2	2	2	2
<b>Average</b>	<b>2.6</b>	<b>2.8</b>	<b>2.6</b>	<b>1.5</b>	<b>2</b>	<b>2.4</b>	<b>1.8</b>	<b>1.5</b>	<b>1.8</b>	<b>1.5</b>



Course Code	Name of the Course	Category	Hours/Wk.	Credits
24HIT1404	History of Europe (1789 – 1919 A.D.)	Core	4	4

The course will help the students to study historical personalities. It explains the different ideologies and Political conditions of the European countries. It gives the knowledge on the birth of nations in the 19<sup>th</sup> century.

**Course Outcomes:**

At the end of the course, students will be able to

**CO1:** perceive the circumstances leading to the French revolution of 1789.

**CO2:** summarize the rise and administrative reforms of Napoleon Bonaparte.

**CO3:** interpret the emergence of nationalism in Europe.

**CO4:** elucidate the process of the Unification of Italy and Germany.

**CO5:** evaluate the causes, course and results of World War I.

**Unit I:**

**12 Hours**

France in the later 18<sup>th</sup> century – French Revolution – the First French Republic – the National Convention and Directory.

**Unit II:**

**12 Hours**

Napoleon Bonaparte – the consulate – Reforms of Napoleon – The Continental System – Downfall of Napoleon – Congress of Vienna–Metternich.

**Unit III:**

**12 Hours**

The Emergence of Nationalism in Europe: The Revolutions of 1830 and 1848 Second French Republic – Napoleon III – Third French Republic.

**Unit IV:**

**12 Hours**

Unification of Italy – Role of Cavour, Caribaldi and Victor Immanuel – Unification of Germany – Bismarck, Russian Revolution of 1917.

**Unit V:**

**12 Hours**

World War I- Formation of Alliances: Triple Alliance – Triple Entente: Causes –Course– Results and Impact of the War –The League of Nations.

**Learning Resources:**

Text Books

1. David S. Mason, *A Concise History of Modern Europe: Liberty, Equality, Solidarity*, Orient Black Swan, 2011.
2. Khurana. K.L, *History of Modern Europe (1789-1956)*, Lakshmi Narain Agarwal, 2019.
3. Norman Lowe, *Mastering Modern World*, Palgrave Macmillan, 2013 Eric Hobsbawm, *The Age of Extremes: The Short Twentieth Century, 1914–1991*, University of Michigan, 1994.

References

1. Arun Bhattacharjee, *A History of Europe, 1789-1945*, Sterling Publishers, New Delhi, 1982.
2. Fisher, H.A.L., *A History of Europe*, Edward Arnold, 1963.

3. George W. Southgate, *Book of Modern European History 1789-1945*, J.M. Dent & sons, 1956.
4. Hayes, Carlton J. H. *A political and social history of modern Europe 1882-1964*, The Macmillan Company, 1921.
5. Ketelby, C.D.M, *A History of Modern Times from 1789*, Oxford University Press, 1973.

Websites/ e-Learning Resources

**CO-PSO Mapping Table**

	<b>PSO1</b>	<b>PSO2</b>	<b>PSO3</b>	<b>PSO4</b>	<b>PSO5</b>	<b>PSO6</b>	<b>PSO7</b>	<b>PSO8</b>	<b>PSO9</b>	<b>PSO10</b>
<b>CO 1</b>	3	3	3	1	1	2	3	2	2	2
<b>CO 2</b>	2	3	3	2	-	2	3	2	2	2
<b>CO 3</b>	2	2	2	2	2	2	2	2	2	-
<b>CO 4</b>	2	2	-	2	1	2	3	2	2	1
<b>CO 5</b>	3	3	2	2	2	2	2	1	1	1
<b>Average</b>	<b>2.4</b>	<b>2.6</b>	<b>2.6</b>	<b>1.8</b>	<b>1.5</b>	<b>2</b>	<b>2.6</b>	<b>1.8</b>	<b>1.8</b>	<b>1.5</b>

Course Code	Name of the Course	Category	Hours/Wk.	Credits
24HIT1406	Indian Geography	Supportive	5	4

This course presents the geographical features of India, agriculture and irrigation. It also traces the natural resources, industries, transportation and trade.

**Course Outcomes:**

At the end of the course, students will be able to

**CO1:** recognize the physical features and resources of India.

**CO2:** identify the major crops of India and the features of green revolution.

**CO3:** assess the mineral resources and its spatial distribution and utilization for the sustainable development of India.

**CO4:** examine industrial distribution and its productions.

**CO5:** analyze the demographic and commercial aspects of India.

**Unit I: 15 Hours**

Location and Extent – Physical features – Drainage – Perennial and non – perennial rivers in India – Climate – Soil-Natural Vegetation.

**Unit II: 15 Hours**

Agriculture; Irrigation Types and Distribution – Major crops and their distribution – Rice, Wheat, Sugarcane, Cotton, Groundnut- Plantation crops – Tea, and coffee. Green Revolution in India – Problems of Indian Agriculture.

**Unit III: 15 Hours**

Resources: Minerals – Classification of Mineral resources – Distribution of Iron ore, copper, Mica, Manganese, Bauxite, and Atomic Minerals- Power resources: Coal and Petroleum, Natural Gas., Hydel Power-Multipurpose River Valley Projects.

**Unit IV: 15 Hours**

Industrial Distribution and Production of major Industries –Cotton and Jute Textiles, Iron and Steel, Sugar, Cement, Chemical and Automobile –Major Industrial Regions.

**Unit V: 15 Hours**

Population – Transport Types and Trade Population-Growth, density, distribution, and problems –Transport Land, Water and Air.-Foreign Trade of India.

**Learning Resources:**

Text Books

1. Sharma T.C. India – *An Economic & Commercial Geography* Vikas Publishing House Pvt. Ltd. – New Delhi. 2003.
2. Gopal Singh *A Geography of India*, Atmaram & sons, New Delhi 1970
3. Kullar D. R. India – *A Comprehensive* Kalyani Publishers, New Delhi. 2010.

References

1. Singh.R.L. *India – A Regional Geography*. NGSI. Varansi 1971
2. Sharma T.C. India – *An Economic & Commercial Geography* Vikas Publishing House Pvt. Ltd. – New Delhi. 2003

3. Gopal Singh, *A Geography of India*, Atmaram & sons, New Delhi 1970.
4. Kullar D. R. *India – A Comprehensive Geography*, Kalyani Publishers, New Delhi. 2010.

**CO-PSO Mapping Table**

	<b>PSO1</b>	<b>PSO2</b>	<b>PSO3</b>	<b>PSO4</b>	<b>PSO5</b>	<b>PSO6</b>	<b>PSO7</b>	<b>PSO8</b>	<b>PSO9</b>	<b>PSO10</b>
<b>CO 1</b>	3	2	3	1	1	2	1	1	1	1
<b>CO 2</b>	2	2	2	2	2	2	1	-	1	2
<b>CO 3</b>	3	2	2	1	3	2	2	1	-	2
<b>CO 4</b>	3	2	3	1	2	2	2	1	1	2
<b>CO 5</b>	2	2	3	3	1	3	2	1	1	1
<b>Average</b>	<b>2.6</b>	<b>2</b>	<b>2.6</b>	<b>1.6</b>	<b>1.8</b>	<b>2.2</b>	<b>1.6</b>	<b>1</b>	<b>1</b>	<b>1.6</b>

Course Code	Name of the Course	Category	Hours/Wk.	Credits
24HIT1202	Makers of Modern India	NME	3	2

This course presents the emergence and making of modern India, eminent personalities and economic visionaries to make the modern India, and makers of Indian thoughts and actions.

### Course Outcomes:

At the end of the course, students will be able to

**CO1:** recognize the contributions of great leaders in making free India

**CO2:** identify the Indian leaders in shaping modern India with liberal ideas

**CO3:** examine the implications of the ideas formulated by economic visionaries in the modern India

**CO4:** analyze the constructive thoughts articulated by Indian leaders which were taken into action

**CO5:** evaluate the contributors to Indian art and culture.

### Unit I: 9 Hours

Historical and Cultural Heritage: Makers of Free India: Dadabhai Naoroji, A.O. Hume, Gopal Krishna Gokhale, Bal Gangadhar Tilak.

### Unit II: 9 Hours

People Who Shaped Modern India- Mahatma Gandhi- Jawaharlal Nehru, Vallabhbhai Patel, B.R. Ambedkar, Annie Besant, Sarojini Naidu, Vijayalakshmi Pandit.

### Unit III: 9 Hours

Economic Visionaries- T.T Krishnamachari, C. Subramaniam, M.S. Swaminathan (Green Revolution), J.R.D Tata, Ghanshyam Das Birla, Dhirubhai Ambani, Amartya Sen.

### Unit IV: 9 Hours

Makers of Indian Thought and Action- Raja Ram Mohan Roy- Sir Syed Ahmed Khan, Vinobha Bhave, Mother Teresa, - C.V. Raman, Homi Bhabha, Vikram Sarabhai, Abdul Kalam.

### Unit V: 9 Hours

Contributors of Indian Art and Culture. Music: Ravi Sankar, M.S. Subbulakshmi – Dance: Rukmini Devi, Balasaraswati – Literature: R.K. Narayan, Arundhati Roy – Painting: Ravi Varma.

### Learning Resources:

#### Text Books

1. Bharathi, K.S. *Encyclopedia of Eminent Thinkers, Vol. I to XI*. New Delhi: Concept Publishers, 1998.
2. Guha, Ramachandra. *Makers of Modern India*. New Delhi: Penguin, 2012.

#### References

1. Menon, Narvin and Nair, Bhavan (ed.). *Remembering Our Leaders*. New Delhi: Children's Book Trust Publication, 1993.
2. Mohandas, K. *The Man and the Myth*. Bangalore: Panther Publishers, 1995.
3. Prakash, Chandra. *History of the Indian National Movement*. New Delhi: Vikas Publishing House, 1997.

#### Websites/ e-Learning Resources

**CO-PO Mapping Table**

	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PO6</b>	<b>PO7</b>	<b>PO8</b>	<b>PO9</b>	<b>PO10</b>
<b>CO 1</b>	3	2	1	2	1	3	3	2	1	2
<b>CO 2</b>	2	2	2	1	1	2	2	2	-	1
<b>CO 3</b>	2	2	2	-	1	1	3	1	1	2
<b>CO 4</b>	2	2	1	1	-	2	3	2	1	1
<b>CO 5</b>	3	2	1	1	1	1	2	1	1	2
<b>Average</b>	<b>2.2</b>	<b>2</b>	<b>1.4</b>	<b>1.3</b>	<b>1</b>	<b>1.8</b>	<b>2.6</b>	<b>1.6</b>	<b>1</b>	<b>1.6</b>

Course Code	Name of the Course	Category	Hours/Wk.	Credits
24HIT1204	Cultural Heritage in India	NME	3	2

This course presents the significance of the Religion. It focuses the religion and architecture prevailed in India.

**Course Outcomes:**

At the end of the course, students will be able to

**CO1:** perceive the evolution of Indian culture.

**CO2:** explain the rise of religions and social organizations in India.

**CO3:** illustrate the growth of Indian art through the ages.

**CO4:** analyze the important features of Tamil Culture.

**CO5:** assess the cultural interaction between India and the Outside World.

**Unit I: 9 Hours**

Background of Indian Culture; Geographic, Racial, Linguistic and Historical – Development of Religion and Social Organization; Indus Civilizations – Vedic Culture.

**Unit II: 9 Hours**

Evolution of Hinduism – Rise of Jainism and Buddhism – Islam and Its Impact – Bhakti Cult – Christianity in India – Family – Position of Women – Caste System – Social Beliefs, Practices and Values.

**Unit III: 9 Hours**

Indian Art Through The Ages; Pre-Mauryan Art – Mauryan Art – Gandhara Art – Gupta Art – Literature – Islamic Style of Art and Architecture, Growth of Modern Art.

**Unit IV: 9 Hours**

Features of Tamil Culture; Socio-Economic Impact on Religious Life – South Indian Temples: Different Styles – Fine Arts, Festivals and Literature.

**Unit V: 9 Hours**

India and the World; Cultural Interaction between India and Outside World – Greater India – Western Impact: Impact of Modernization – Indian Renaissance – Culture in Independent India – Agencies for Conservation of India's Heritage.

**Learning Resources:**

Text Books

1. Luniya, B.N. *Evolution of Indian Culture*. Meerut: Lakshmi Narain Agarwal Publishers, 2008. Print.
2. Thiagarajan, J. *Socio, Cultural History of India*. Madurai: Prabha Publications, 2003.

References

1. Basham, A.L. *A Cultural History of India*. New Delhi: OUP, 2003.
2. Basham, A.L. *The Wonder That Was India*, India, Picador, 2014.
3. Nagaswami, R. *Art and Culture of Tamil Nadu*. Delhi, Sundeep Prakashan, 2004.
4. Tomory, Edith. *A History of Fine Arts in India and the West*. Chennai, Orient Longman, 2006.

Websites/ e-Learning Resources

**CO-PO Mapping Table**

	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PO6</b>	<b>PO7</b>	<b>PO8</b>	<b>PO9</b>	<b>PO10</b>
<b>CO 1</b>	3	2	2	1	1	2	1	1	2	2
<b>CO 2</b>	3	3	2	1	-	2	3	2	2	2
<b>CO 3</b>	3	2	1	2	1	2	1	1	2	2
<b>CO 4</b>	3	3	1	1	1	2	-	2	3	2
<b>CO 5</b>	2	3	2	1	2	2	1	2	3	2
<b>Average</b>	<b>2.8</b>	<b>2.6</b>	<b>1.6</b>	<b>1.2</b>	<b>1.3</b>	<b>2</b>	<b>1.5</b>	<b>1.6</b>	<b>2.4</b>	<b>2</b>



Course Code	Name of the Course	Category	Hours/Wk.	Credits
24HIT1200	Environmental Studies	AEC	3	2

This course presents the concept of environment from the prehistoric period. It also traces the various movements for protect the environment. It focuses the role of agencies for the protection of environment.

### Course Outcomes:

At the end of the course, students will be able to

**CO1:** explain the concept of the environmental history.

**CO2:** summarize the environmental issues during ancient and medieval period.

**CO3:** interpret the environmental problems faced in the contemporary world.

**CO4:** examine the Emergence of Environment Consciousness and people's movement.

**CO5:** assess the work of originations and related legal provisions.

### Unit I: 9 Hours

Environmental Concepts: Definition and Need for Environmental History, Scope – Age of Nature – Geological, Climatic, Biological forces in reshaping the Surface of the Earth.

### Unit II: 9 Hours

Conservation Ethics in Indian Traditions – Asoka as an Environmentalist – Pollution and Health – Environmental Regulations – Medieval Climate Optimum.

### Unit III: 9 Hours

Chemical and Biological wars, Radio-Active Pollution, Nuclear Hazards and Nuclear Accidents – Anti-Nuclear Movements – Rachel Carson's Silent Spring – Green Belt Movement.

### Unit IV: 9 Hours

Emergence of Environment Consciousness – Conservation Ethics – Factors for Environmental Degradation – People's Movement for Natural Resources – Campaigns against Environmentally Destructive Projects.

### Unit V: 9 Hours

Voluntary Organizations in the Greening of the World – Environmental Protection Acts, National Level – Indian Constitution and Environmental Provisions – Disaster Management.

### Learning Resources:

#### Text Books

1. Guha, Ramachandra. *Environmentalism: A Global History. India*: Penguin Random House, 2016.

#### References

1. Bharucha, Erach. Text Book of Environmental Studies for Under Graduate Courses. Hyderabad:University Press Private Ltd., 2013.
2. Carson, Rachel. Silent Spring. London: Penguin, in association with Hamish Hamilton, 2015.
3. Desrochers, John. Bastiaan Wielenga, and Vibhul Patel. Social Movement: Towards a Perspective. Bangalore: Centre for Social Action, 1991.
4. Gadgil, Madhav, and Ramachandra Guha. The Use and Abuse of Nature. Oxford: Oxford University Press, 2008.

**CO-PO Mapping Table**

	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PO6</b>	<b>PO7</b>	<b>PO8</b>	<b>PO9</b>	<b>PO10</b>
<b>CO 1</b>	2	2	2	1	2	1	1	2	-	2
<b>CO 2</b>	3	2	-	2	1	2	1	2	1	2
<b>CO 3</b>	3	2	3	1	1	2	1	1	1	2
<b>CO 4</b>	3	2	2	1	1	2	2	3	1	2
<b>CO 5</b>	2	2	3	1	-	2	2	2	1	2
<b>Average</b>	<b>2.6</b>	<b>2</b>	<b>2.6</b>	<b>1</b>	<b>1.3</b>	<b>1.8</b>	<b>1.7</b>	<b>2</b>	<b>1</b>	<b>2</b>

Course Code	Name of the Course	Category	Hours/Wk.	Credits
24HIT2401	History of India (1526 – 1707 A.D)	Core	4	4

This course presents the developments in India during the Muslim Rule and to become aware of the contribution of Mughal rulers all fields. It also traces the policies adopted by the rulers.

### Course Outcomes:

At the end of the course, students will be able to

**CO1:** perceive the sources of Mughal Empire.

**CO2:** describe the religious Policy and Rajput policy of Akbar

**CO3:** assess the causes for the rise of Marathas under the Shivaji.

**CO4:** discuss the condition of Society and Culture during Medieval age.

**CO5:** analyze the disintegration of mughals and the arrival of the Europeans.

### Unit I: 12 Hours

The foundation of the Mughal Empire- Sources – India on the eve of Babur's invasion – Babur and Humayun – Rise of Sher Shah Sur and his administration.

### Unit II: 12 Hours

Consolidation of the Empire- Akbar – New Imperial System of Administration – Religious Policy and Rajput policy of Akbar – Jahangir – Nur Jahan – Shah Jahan – Aurangzeb – Rise of Marathas under Shivaji.

### Unit III: 12 Hours

Weakening of the Mughal Empire- Aurangzeb – Deccan Policy – Religious Policy – North-West Frontier Policy – Rise of Marathas under the Shivaji.

### Unit IV: 12 Hours

Society and Culture-General Administration – Nobles – Mansabdars – Crafts and Tradition – Position of Women and Slaves – Sufi Movement – Bakhti Movement – Art and Architecture – Literature – Fine Arts and Music.

### Unit V: 12 Hours

Disintegration of the Mughal Empire- Popular revolts – the Jats – Satnamis – Afghans and the Sikhs – The Jagirdari crisis – Decline of Trade and Commerce – Arrival of the Europeans.

### Learning Resources

#### Text Books

1. Majumdar, R.C, H.C. Ray choudhary and R.C.Dutt., An Advanced History of India, MacMillan, Chennai, 2004.
2. Satish Chandra, Medieval India, Part I & II, New Delhi, NCERT, 1971.
3. Sharma L.P, Medieval India, Konark, Publication, New Delhi, 1993.

#### References

1. Srivastava, A.L History of India 1000 to 1707, Shivalal Agarwal Publication, Agra, 1976.
2. Ishwari Prasad, The Mughal Empire, Chugh Publications, 1974
3. Lanepoole, Medieval India, Delhi, Universal Publication, 1971.
4. Srivastava, M.Y, Society and Culture in Medieval India, Allahabad, Chugh Publication, 1975.

5. Majumdar R.C, (Editor), History and Culture of the Indian People Vol. VII – The Mughal Empire, Bombay [Mumbai], Bharatiya Vidya Bhavan, 1951.

Websites/ e-Learning Resources

<https://www.britannica.com/topic/Mughal-dynasty>

<https://in.search.yahoo.com/yhs/search?p=Mughal%20Empire>

**CO-PSO Mapping Table**

	<b>PSO1</b>	<b>PSO2</b>	<b>PSO3</b>	<b>PSO4</b>	<b>PSO5</b>	<b>PSO6</b>	<b>PSO7</b>	<b>PSO8</b>	<b>PSO9</b>	<b>PSO10</b>
<b>CO 1</b>	2	2	3	2	1	2	3	1	1	1
<b>CO 2</b>	3	3	2	3	1	2	3	1	2	2
<b>CO 3</b>	2	3	2	2	-	2	3	2	2	2
<b>CO 4</b>	3	3	2	1	1	2	2	1	2	1
<b>CO 5</b>	3	2	2	1	1	2	2	-	2	1
<b>Average</b>	<b>2.6</b>	<b>2.6</b>	<b>2.2</b>	<b>1.8</b>	<b>1</b>	<b>2</b>	<b>2.6</b>	<b>1.3</b>	<b>1.8</b>	<b>1.4</b>

Course Code	Name of the Course	Category	Hours/Wk.	Credits
24HIT2403	History of Tamil Nadu since 1801 A.D	Core	4	4

This course presents the British rule in Tamil Nadu. It describes the land revenue administration, merits and demerits of the colonial rule. It traces the freedom struggle and social movements in Tamil Nadu. It explained the administration of the chief ministers.

**Course Outcomes:**

At the end of the course, students will be able to

**CO1:** recognize the contribution of early resistant movements in 18<sup>th</sup> century.

**CO2:** elucidate the nature of the freedom movements and role of freedom fighters.

**CO3:** précis the political and social awakening of Tamil Nadu

**CO4:** analyze the administration of ministries after independence.

**CO5:** assess the role chief ministers and contemporary issues.

**Unit I:**

**12 Hours**

Early Resistance to British Rule- Formation of Madras Presidency – Tamil Nadu under the Europeans – Vellore Revolt of 1806.

**Unit II:**

**12 Hours**

Nationalism in Tamil Nadu- Madras Native Association – Madras Mahajana Sabha – Swadeshi Movement – V.O. Chidambaram Pillai –Bharathiyar – Home Rule Movement – Non-Cooperation Movement – Civil Disobedience Movement: Vedaranyam Salt Satyagraha – impact of Gandhi’s visit to Tamilnadu- Congress Ministry – Quit India Movement – Towards Independence.

**Unit III:**

**12 Hours**

Political and Social Awakening of Tamil Nadu- Dravidian Association – Non-Brahmin Movement – Justice Party Government – Social Justice Measures (Communal G.O.s) – Periyar’s Self Respect Movement – Formation of Dravidar Kazhagam – Periyar’s Self- Respect campaign for social equality and women empowerment.

**Unit IV:**

**12 Hours**

Government after Independence: Rajaji Ministry (1952-54) – Kamaraj Ministry (1954-1963): Mid-day Meals Scheme – Industrialization – Agriculture and Irrigation Reforms – Kamaraj Plan – Bhaktavatsalam – Anti-Hindi Agitation 1938 – 1965.

**Unit V:**

**12 Hours**

Formation of Dravida Munnetra Kazhagam – C.N. Annadurai - Karunanidhi’s Administration –Birth of ADMK- M.G. Ramachandran – J. Jayalalitha – Contemporary Issues in Tamil Nadu: Integration of Tamil Districts – River Water Disputes.

**Learning Resources:**

Text Books

1. Ramaswamy,A, TharkalaThamizhnattuVaralaru, New Century Book House, Chennai, 2018 (In Tamil)
2. Venkatesan,G History of Modern Tamil Nadu 1600-2011, VC Publications, Rajapalayam
3. Rajayyan,K., Tamil Nadu: A Real History, Ethir Veliyeedu, Pollachi, 2015

References

1. Venkatachalapahty,A.R, *Tamil Characters: Personalities, Politics, Culture*, Pan MacMillan, 2019.
2. Panneerselvan, *Karunanidhi:A.S, A Life*, Penguin Random House India Pvt. Ltd., 2021.

3. Naganathan,M., *Tamil Nadu Economy: Trends & Prospects*, University of Madras, Chennai, 2002.
4. Pandian, M.S.S, *Brahmin and Non-Brahmin: Genealogies of the Tamil Political Present*, Permanent Black, New Delhi, 2016.

Websites/ e-Learning Resources

<https://archive.org/details/aclcpl00000795a1498>

[www.britannica.com/tamilnadu-india](http://www.britannica.com/tamilnadu-india)

**CO-PSO Mapping Table**

	<b>PSO1</b>	<b>PSO2</b>	<b>PSO3</b>	<b>PSO4</b>	<b>PSO5</b>	<b>PSO6</b>	<b>PSO7</b>	<b>PSO8</b>	<b>PSO9</b>	<b>PSO10</b>
<b>CO 1</b>	3	3	2	2	2	2	3	2	3	2
<b>CO 2</b>	3	2	2	1	1	2	3	2	3	2
<b>CO 3</b>	3	2	2	2	-	2	3	2	3	2
<b>CO 4</b>	2	2	2	-	1	2	3	2	2	2
<b>CO 5</b>	2	2	3	2	1	3	2	2	2	3
<b>Average</b>	<b>2.6</b>	<b>2.2</b>	<b>2.2</b>	<b>1.8</b>	<b>1.3</b>	<b>2.2</b>	<b>2.8</b>	<b>2</b>	<b>2.6</b>	<b>2.2</b>

Course Code	Name of the Course	Category	Hours/Wk.	Credits
24HIT2405	History of Madurai	Core	4	4

This course presents the history of Madurai from the Sangam age to Madurai in Indian freedom struggle. It enlightens the students about Madurai and its rulers and understands the social, economic and religious conditions of Madurai during the Sangam Age and British rule.

**Course Outcomes:**

At the end of the course, students will be able to

**CO1:** perceive the Social, Economic and religious conditions of Sangam Pandyas.

**CO2:** illustrate the Socio – Political condition of first and second Pandyas.

**CO3:** examine the effects of Muslim conquest.

**CO4:** analyze the role of Nayak rulers and their cultural contributions.

**CO5:** assess the role of Freedom Fighters in Madurai.

**Unit I:** **12 Hours**

Introduction – Physical Features – Natural History of Madurai – Sources – Land and the People of Madurai.

**Unit II:** **12 Hours**

Rulers of Madurai through the Ages; Sangam Age - Khalabrahs - Early Pandyas– Later Pandyas – Madurai Sultanates – Nayaks of Madurai – Political History.

**Unit III:** **12 Hours**

Social Condition- Art and Architecture-Economic Growth of Madurai –Tamil traders and merchants.

**Unit IV:** **12 Hours**

Role of Christian Missionaries- Educational Institutions- Education since Independence –The Role of Madurai in Freedom Struggle- Freedom Fighters.

**Unit V:** **12 Hours**

Historical – Pilgrim and Tourist Centers of Madurai – Jain monuments – Fairs and Festivals – Unique Features of Madurai – Jallikattu – Keeladi Excavation.

**Learning Resources:**

Text Book

1. Kandasamy V. (ed.). Madurai District: A General Knowledge Handbook. MNUJAMHSS, 2008.
2. Nelson, J.H. The Madura Country – A Manual. Asian Educational Services, 1989.
3. Rajayyan, K. History of Madurai, Madurai Kamaraj University, 1974.

References

1. Sastri K.A.N., The Pandya Kingdom: From the earliest Times to the Sixteenth century, Swathi Publications, Madras, 1972.
2. Subramanian N.,Sangam Polity: The Administration and Social life of the Sangam Tamils, Asia Publishing House, Bombay, 1966.
3. Subramanian N., History of Tamilnadu, Koodal Publishers, Madurai, 1990. 6. Pillai K.K., Tamizhaha Varalarum Panpadum, International Institute of Tamil Studies, Chennai, 2004.

Websites/ e-Learning Resources

<https://in.search.yahoo.com/yhs/search?p=History%20of%20Madurai&hspart=fc>

<https://www.britannica.com/place/Madurai>

**CO-PSO Mapping Table**

	<b>PSO1</b>	<b>PSO2</b>	<b>PSO3</b>	<b>PSO4</b>	<b>PSO5</b>	<b>PSO6</b>	<b>PSO7</b>	<b>PSO8</b>	<b>PSO9</b>	<b>PSO10</b>
<b>CO 1</b>	3	2	3	1	1	2	2	1	1	-
<b>CO 2</b>	3	2	2	2	2	3	3	2	-	1
<b>CO 3</b>	3	2	3	1	2	2	3	1	2	1
<b>CO 4</b>	2	2	3	2	3	3	2	1	2	2
<b>CO 5</b>	2	2	2	1	2	2	3	2	2	2
<b>Average</b>	<b>2.6</b>	<b>2</b>	<b>2.6</b>	<b>1.4</b>	<b>2</b>	<b>2.4</b>	<b>2.6</b>	<b>1.4</b>	<b>1.8</b>	<b>1.5</b>



Course Code	Name of the Course	Category	Hours/Wk.	Credits
24HIT2407	History of USA	Core	4	4

This course presents the knowledge of the sectional conflict and Civil Rights Act of United States. It also traces the development of industrialization. It describes the reforms introduced by various Presidents and causes for the outbreak of I World War. It also explains contemporary history of United States of America.

### Course Outcomes:

At the end of the course, students will be able to

**CO1:** perceive the sectional conflicts and reconstructions after civil war.

**CO2:** elucidate the industrialization and the rise of big business.

**CO3:** examine the progressive era, First World War and its impacts.

**CO4:** analyze the role of Presidents during inter war years.

**CO5:** assess the policies of the President in the contemporary period.

### Unit I:

**12 Hours**

Sectional Conflict – Civil War- Abraham Lincoln – Reconstruction (1865-1877) – The Civil Rights Act- 14<sup>th</sup> Amendment – Carpet Baggers – Scalawags – Black Codes.

### Unit II:

**12 Hours**

Westward Expansion (1860-1900) – Industrialization and the Rise of Big Business – Growing Pains of Urbanization (1870-1900) – Politics in the Gilded Age.

### Unit III:

**12 Hours**

The Progressive Era – McKinley- Spanish American War –T.D .Roosevelt – Square Deal- William Howard Taft – Dollar Diplomacy – Woodrow Wilson – New Freedom – World War I.

### Unit IV:

**12 Hours**

Inter War Years – Great Depression – Franklin D. Roosevelt – New Deal –World War II –USA becomes a World Power –Cold war – Truman Doctrine – Eisenhower– John F. Kennedy – Lyndon B. Johnson – Civil Rights Movement – Martin Luther King – Richard Nixon – Vietnam War.

### Unit V:

**12 Hours**

Contemporary USA – Jimmy Carter, Ronald Reagan – George Herbert Walker Bush – Bill Clinton – George Walker Bush – War on terrorism – Barrack Obama – Donald Trumb – Joe Biden - Multiculturalism – Popular culture – The Afro- Americans Experience – Hispanics and Asians.

### Learning Resources:

Text Books

1. Arnold S. Rice and John A Krout, *United States History From 1865*, Harper Collins College, New York, 1991.
2. Howard Cincotta., (Ed.) *An Outline of American History*, USIS Publication, United States Information Agency, 1994.
3. Subramanian, N., *A History of the USA*, Asian Printers,Coimbatore, 2006.

References

1. Douglas K. Stevenson, *American life and Constitution*, USIA, Washington D.C. 1998.
2. George Brown Tindall with David E. Shi., *America, A Narrative History*, Vol. I& II,

3. Howard Zinn., *A People's History of The United States*, Harper and Row, Harper Collins, U.S.A., 1990.
4. Thomas S. Kidd., *American History-Combined Edition: 1492 to Present* — B & H Academic, 2019.
5. Thomas S. Kidd., *American History 1877 to Present* – B&H Academic, 2019.

Websites/ e-Learning Resources

<https://besthistorysites.net/american-history/>

<https://www.nypl.org/about/divisions/milstein/internet-resources/us-history>

**CO-PSO Mapping Table**

	<b>PSO1</b>	<b>PSO2</b>	<b>PSO3</b>	<b>PSO4</b>	<b>PSO5</b>	<b>PSO6</b>	<b>PSO7</b>	<b>PSO8</b>	<b>PSO9</b>	<b>PSO10</b>
<b>CO 1</b>	2	3	3	1	1	2	2	1	2	1
<b>CO 2</b>	2	2	2	1	1	2	3	1	1	-
<b>CO 3</b>	2	3	3	2	1	2	3	-	1	1
<b>CO 4</b>	2	1	2	1	2	2	2	2	2	2
<b>CO 5</b>	3	2	2	2	1	2	3	2	2	1
<b>Average</b>	<b>2.2</b>	<b>2.2</b>	<b>2.6</b>	<b>1.4</b>	<b>1.6</b>	<b>2</b>	<b>2.6</b>	<b>1.4</b>	<b>1.6</b>	<b>1.2</b>

Course Code	Name of the Course	Category	Hours/Wk.	Credits
24HIT2409	Women Studies	Supportive	5	4

This course presents the women's and gender studies. It includes an examination of women's historic and contemporary status legally and economically, as well as women's struggles in identity expression, sexuality, and lifestyle. It traces the status of women in India and the role of women in social institutions.

**Course Outcomes:**

At the end of the course, students will be able to

**CO1:** identify the diversity of feminisms and status of Women in India.

**CO2:** summarize the condition of women during medieval period.

**CO3:** illustrate the political awakening of Women during Modern period.

**CO4:** acquire the knowledge of Women's Organizations and services.

**CO5:** assess Constitutional Rights of Women in India.

**Unit I:**

**15 Hours**

Nature and scope – Definition and theories of Feminism – Status of Women in India – Vedic period – Childhood, Marriage and education – Widowhood, women in public life, women and rituals – later Vedic period – Epic period

**Unit II:**

**15 Hours**

Status of Women in Medieval Age :Purdah, Sati, Jauhar Women poets in Medieval Period- Mira Bai, Jahanara Begum – Iswar Chandra Vida Sagar – Virasalingam.

**Unit III:**

**15 Hours**

Political awakening and status of women in modern period – Role of Missionaries – Women in National Movement – Bharathiyar – Annie Besant – Periyar E.V.R. – Muthulakshmi Reddy.

**Unit IV:**

**15 Hours**

Women's Organizations and Services: Indian Women Association –National Council of Women in Indian Association – All India Women's Conference – Women in Education – Women in Media.

**Unit V:**

**15 Hours**

Women and Law: Constitutional Rights of Women in India – Abolition of Sati – Widow Remarriage Act – Sarada Act, Suppression of Immoral traffic Act – Equal Remuneration Act – Ant-Dowry Acts – Family Court Act – Eve Teasing and Sexual Harassment (Prevention) of Women Act, 2004 – Domestic Violence Act, 2005.

**Learning Resources:**

Text Books

1. Geraldine Forbes, Women in Modern India, Cambridge University Press, UK, 2009.
2. Neera Desai Promilla Kapur, Empowering Indian Women, Ministry of Information and Broadcasting, Government of India, New Delhi, 2001
3. Thara Bhai L., Women's Studies in India, APH Publishing Corporation, New Delhi, 2000

References

1. Jana Matson Everett, Women and Social Change in India, Heritage Publishers, New Delhi, 1981
2. Nagar. N.S., Empowerment of Women, Vista International Publishing House, Delhi, 2008
3. Pandey. A.K., Emerging Issues in the Empowerment of Women, Anmol Publications, New Delhi, 2002

4. Raj Kumar (Ed.), Women and Law, Anmol Publications Private Limited, New Delhi, 2000
5. Shailaja Nagendra, Women's role in Modern World, ABD Publishers, Jaipur, 2008

Websites/ e-Learning Resources

<http://www.archives.gov>

**CO-PSO Mapping Table**

	<b>PSO1</b>	<b>PSO2</b>	<b>PSO3</b>	<b>PSO4</b>	<b>PSO5</b>	<b>PSO6</b>	<b>PSO7</b>	<b>PSO8</b>	<b>PSO9</b>	<b>PSO10</b>
<b>CO 1</b>	2	2	2	1	2	2	1	2	-	1
<b>CO 2</b>	3	3	2	2	1	2	2	1	1	-
<b>CO 3</b>	2	3	3	2	-	2	2	2	2	1
<b>CO 4</b>	2	3	2	2	1	2	2	3	2	2
<b>CO 5</b>	1	2	2	2	1	2	1	3	2	2
<b>Average</b>	<b>2</b>	<b>2.6</b>	<b>2.2</b>	<b>1.8</b>	<b>1.2</b>	<b>2</b>	<b>1.6</b>	<b>2.2</b>	<b>1.8</b>	<b>1.5</b>

Course Code	Name of the Course	Category	Hours/Wk.	Credits
24HIT2201	Epigraphy	SEC	3	2

This course presents the importance of Epigraphy. It traces the evolution of scripts. It describes the Dating of Inscriptions. It explains the importance Tamil Nadu Inscriptions.

### Course Outcomes:

At the end of the course, students will be able to

**CO 1:** recognize the knowledge of inscriptions and its kinds.

**CO 2:** inculcate the Evolution of Scripts and its writing materials.

**CO 3:** enrich the knowledge about the eminent Epigraphists.

**CO 4:** analyze the dating of inscriptions from eras.

**CO 5:** evaluate the importance of the Inscriptions and Copper Plates in Tamilnadu.

### Unit I: 9 Hours

Introduction - Importance of Epigraphy – Kinds of Inscriptions – Literary – Political – Religious – Memorial – Legal – Welfare – Spurious Inscriptions.

### Unit II: 9 Hours

Evolution of Scripts – Pictography – Ideography – Phonography – Logography – Cuneiform – Graffiti – Writing materials –Metals, Stone and other substances.

### Unit III: 9 Hours

Eminent Epigraphists – H.Krishna Sastri – V.Venkayya – B.L.Rice – Robert Sewell – E.Hultzsch – K.V.Subramaniya Iyer.

### Unit IV: 9 Hours

Dating of Inscriptions – Eras – Saka Era – Kali Era – Kollam Era – Chalukya Vikrama Era – Tamil Brahmi Inscriptions -and its importance - Origin and growth of Vatteluttu and Grantha Inscriptions.

### Unit V: 9 Hours

Important Tamilnadu Inscriptions – Mandagappattu Inscription – Velvikkudi Copper plates – Chinnamanur Copper plates – Uttaramerur Inscription.

### Learning Resources:

Text Books

1. GandhiDasan. M, Thiyagarajan. J & Pon. Sathasivam, *Epigraphy*, Pava Publications, Madurai, 2004.
2. Subramanian. N & Venkatraman. R, *Tamil Epigraphy*, Ennes Publications, Udumalpet, 1995.
3. Vairavel .N, *Epigraphy*, Anantham Publication, Madurai , 1995.

References

1. Goyal S.R, *Brahmi Script, An Invention of the Early Maurya Period*, Kusumanjali Book World.
2. Kesavaraj, *Thenninthiya Nadukarkal*, Research Articles,2008.
3. Krishnamoorthi, *Tamilnattu Chepedugal*, Meyyappan Thamizhagam , Chidambaram,2002.
4. Natana Kasinathan, *Chozhar Chepedugal 19*, Meyyappan Pathippakam, Chidamparam, 2012.
5. Subhranian. N, *South Indian Temple Inscriptions*, Ennes Publications. Udumalpet, 1993.

Websites/ e-Learning Resources

<https://www.britannica.com/topic/epigraphy>

**CO-PO Mapping Table**

	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PO6</b>	<b>PO7</b>	<b>PO8</b>	<b>PO9</b>	<b>PO10</b>
<b>CO 1</b>	3	2	1	1	2	2	1	1	2	1
<b>CO 2</b>	3	3	2	-	1	2	2	1	2	-
<b>CO 3</b>	2	3	-	1	1	2	2	2	1	2
<b>CO 4</b>	3	3	1	1	2	2	2	1	2	2
<b>CO 5</b>	3	2	2	2	2	2	1	2	2	1
<b>Average</b>	<b>2.8</b>	<b>2.6</b>	<b>1.6</b>	<b>1.3</b>	<b>1.6</b>	<b>2</b>	<b>1.6</b>	<b>1.4</b>	<b>1.8</b>	<b>1.5</b>

Course Code	Name of the Course	Category	Hours/Wk.	Credits
24HIT2402	History of India (1707 – 1857 A.D.)	Core	4	4

This course presents the European settlements in India, administration under colonial rule and crown. It makes clear about the supremacy of the British. It also explicates the land revenue administration and the earliest uprisings in India.

**Course Outcomes:**

At the end of the course, students will be able to

**CO1:** perceive the activities of European settlements in India.

**CO2:** illustrate the course of the struggle for supremacy of the British.

**CO3:** indicate the features of British Expansion and Paramountcy.

**CO4:** analyze the constitutional developments acts and land revenue administration.

**CO5:** assess the importance of the earliest movement, uprisings and great revolt.

**Unit I:**

**12 Hours**

European Penetration into India: Early European Settlements – The Portuguese, The Dutch, The English and the French trading companies.

**Unit II:**

**12 Hours**

The Struggle for Supremacy: Anglo – French Rivalry- Carnatic Wars– Robert Clive –Dupleix – Battle of Plassey – Battle of Buxar- Treaty of Allahabad-Later Mughals.

**Unit III:**

**12 Hours**

British Expansion and Paramountcy in India: Policy of Subordinate Alliance– Policy of Lapse and Annexations by conquests –Anglo- Mysore wars – Anglo Maratha wars–First Anglo Afghan war – Anglo-Burmese wars – Anglo- Sikh conflicts.

**Unit IV:**

**12 Hours**

British Colonial Administration: Regulating Act- Pitt’s India Act – Charter Acts -1813, 1833, 1853- Land Revenue Administration –Permanent Land Revenue settlement- Ryotwari system- Mahalwari system – Drain of Wealth –Famine Commissions.

**Unit V:**

**12 Hours**

Indian Response to British Rule: Early Peasant movement and Tribal Uprisings – Kol Uprising, Moplah Uprisings– Bhil Uprisings – Santhal Uprisings –The Great Revolt of 1857 – Jhansi Rani.

**Learning Resources:**

Text Books

1. Bipan Chandra, *History of Modern India*, Orient Blackswan, New Delhi 2019.
2. Bipan Chandra, et al., *India’s Struggle for Independence*, Penguin Books, New Delhi, 2016.
3. Grover B.L, *A New Look on Modern Indian History*, S. Chand &Co, Delhi, 1977.

References

1. Lucy Southerland, *The East India Company in the 18<sup>th</sup> Century Politics*, Oxford, 1952.
2. Percival Spear, *A History of India*, Volume 2, Penguin Books, Great Britain, 1976.
3. Ramachandran C. *East India Company and the South Indian Economy*, New Era Publications, Madras, 1980.

4. Roberts P.E, *History of British India*, Oxford University Press, Oxford, 1921.

5. Sailendranath Sen, *An Advanced History of Modern India*, Macmillan Publishers, 2020.

Websites/ e-Learning Resources

<http://www.nationalarchives.nic.in>

**CO-PSO Mapping Table**

	<b>PSO1</b>	<b>PSO2</b>	<b>PSO3</b>	<b>PSO4</b>	<b>PSO5</b>	<b>PSO6</b>	<b>PSO7</b>	<b>PSO8</b>	<b>PSO9</b>	<b>PSO10</b>
<b>CO 1</b>	2	2	2	2	1	2	2	1	1	2
<b>CO 2</b>	2	2	3	2	1	2	3	1	1	2
<b>CO 3</b>	2	2	2	2	1	2	2	1	1	2
<b>CO 4</b>	3	2	3	2	1	2	3	1	1	2
<b>CO 5</b>	3	3	3	2	1	2	3	3	2	2
<b>Average</b>	<b>2.4</b>	<b>2.2</b>	<b>2.6</b>	<b>2</b>	<b>1</b>	<b>2</b>	<b>2.6</b>	<b>1.4</b>	<b>1.2</b>	<b>2</b>



Course Code	Name of the Course	Category	Hours/Wk.	Credits
24HIT2404	Indian Constitution	Core	4	4

This course presents the salient features of the Indian Constitution and functions of the Union Government. It also explains the structure and functions of the State Government and the local government

**Course Outcomes:**

At the end of the course, students will be able to

**CO 1:** perceive the sources and Salient features of the constitution of India.

**CO 2:** illustrate the salient features of Indian constitution.

**CO 3:** summarize the functions of union government.

**CO 4:** analyze the functions of state governments.

**CO 5:** evaluate the powers of the local government.

**Unit I: 12 Hours**

Historical background – Making of Indian Constitution - Sources of the Indian Constitution – Preamble – Union and its Territory.

**Unit II: 12 Hours**

Citizenship – Salient features – Fundamental Rights – Fundamental Duties – Directive Principles of state policy.

**Unit III: 12 Hours**

Union Government: President – Vice President – Prime Minister and Council of Ministers – Parliament – Supreme Court of India.

**Unit IV: 12 Hours**

State Government – Role of the Governor – Chief Minister – State Cabinet –State Legislature – High Courts.

**Unit V: 12 Hours**

Local Government: Municipal corporation, Municipal council, Nagar Panchayat –District Panchayat, Panchayat Union, Village Panchayat.

**Learning Resources:**

Text Books

1. Durga Das Basu, *Introduction to the Constitution of India*, Lexis Nexis, Gurgaon, 2019
2. Pylee, M.V, *Constitutional Government in India*, S. Chand & Co. Ltd., New Delhi, 2012
3. Mahendra Pal Singh, *V.N. Shukla's Constitution of India*, (Thirteenth Edn.), Eastern Book Company, Lucknow, 2019

References

1. Subhash C. Kashyap, *Our Constitution: An Introduction to India's Constitution and Constitutional Law*, National Book Trust, New Delhi, 2021.
2. Granville Austin, *The Indian Constitution: Cornerstone of a Nation*, Oxford University Press, New Delhi, 1999
3. Hari Hara Das, *Indian Government and Politics*, Himalaya Publishing House, New Delhi, 2001

4. Pylee, M.V, *India's Constitution*, S. Chand & Co., New Delhi, 2016
5. Agarwal, R.C, and Mahesh Bhatnagar, *Constitutional Development and National Movement of India*, S. Chand & Co., New Delhi, 2006.

Websites/ e-Learning Resources

<https://www.tn.gov.in/index.php>

<https://www.assembly.tn.gov.in/>

<https://legislative.gov.in/constitution-of-india>

<https://www.india.gov.in/>

<https://www.indianculture.gov.in/ebooks/indias-constitution-making>.

**CO-PSO Mapping Table**

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8	PSO9	PSO10
<b>CO 1</b>	2	2	2	1	2	2	3	3	3	2
<b>CO 2</b>	2	1	-	1	2	2	2	3	3	2
<b>CO 3</b>	2	2	2	2	1	2	3	3	3	3
<b>CO 4</b>	2	2	2	2	-	2	3	3	3	3
<b>CO 5</b>	3	2	1	2	1	2	2	3	3	2
<b>Average</b>	<b>2.2</b>	<b>1.8</b>	<b>1.8</b>	<b>1.8</b>	<b>1.5</b>	<b>1.8</b>	<b>2.6</b>	<b>3</b>	<b>3</b>	<b>2.4</b>

Course Code	Name of the Course	Category	Hours/Wk.	Credits
24HIT2406	History of Science and Technology in India	Core	4	4

This Course presents the Development of Science and Technology in Colonial India. It also imparts knowledge about Post-Independent Scientific Policies and the role of Technology in the Growth of Agriculture.

**Course Outcomes:**

At the end of the course, students will be able to

**CO 1:** perceive the development of Science and Technology in Colonial India

**CO 2:** summarize the development of Science and Technology since Independence.

**CO 3:** explain the implications of revolution to make self dependent in food.

**CO 4:** analyze the Achievements in Space Technology

**CO 5:** assess the contributions of Scientist to Modern Science in India

**Unit I:**

**12 Hours**

Advent of Modern Science in Colonial India–The Royal Asiatic Society of Bengal- Scientific Departments – Indian Institute of Science (IISC) – TATA Institute of Fundamental Research (TIFR) – Indian Medical Service- Introduction of New Technologies—Railways –Textiles – Mining – Telegraphs.

**Unit II:**

**12 Hours**

Development of Science and Technology since Independence – Planning – Policy Frameworks and Funding Mechanisms- Indian Council of Medical Research (ICMR) Indian Council of Agricultural Research (ICAR), Defense Research Development Organization (DRDO) – Information and Communication.

**Unit III:**

**12 Hours**

Growth of Agriculture- Green Revolution – White Revolution – Blue Revolution – Drip Irrigation.

**Unit IV:**

**12 Hours**

Progress of Space Science and Research (ISRO) – Indian National Satellite System – Space Research Centre- India as a Nuclear Power – Atomic Research Centre in India – Nuclear Research Centre – Pokhran I and II.

**Unit V:**

**12 Hours**

Pioneers of Modern Science in India – C.V. Raman – Srinivasa Ramanujan –Jagadish Chandra Bose – Homi J. Bhabha – Vikram Sarabhai –S. Chandrasekhar – M.S Swaminathan- Verghese Kurien– G.D. Naidu. Dr.A.P.J. Abdul Kalam.

**Learning Resources**

Text Books

1. VergheseJayaraj. S., *History of Science and Technology*, ANNS,1997.
2. David Arnold., *Science,Technology and Medicine in Colonial India*, Cambridge: Cambridge University Press, 2000.
3. Navaneethan, S., *Science and Technology in the Development of India*, Tamizhi Books, Chennai, 2022.

## References

1. Anderson, Robert.,*Building Scientific Institutions in India: Saha and Bhabha*, Montreal:Centre for Developing-Area Studies, McGill University, 1975.
2. Baber, Zaheer.,*The Science of Empire: Scientific Knowledge, Civilization, and Colonial Rule in India*, Albany: State University of New York Press, 1996.
3. Barghava, Pushpa and ChandanaChakrabarthi., *The Saga of Indian Science since Independence*, Hyderabad: University Press, 2003.
4. Chakrabarti, Pratik.,*Western Science in Modern India- Metropolitan Methods, Colonial Practices*, New Delhi: Permanent Black, 2004.
5. Zachariah, Benjamin., *Developing India: An Intellectual and Social History,C.1930-1950*.Oxford University Press,Delhi,2005

## Websites/ e-Learning Resources

<http://www.crl.edu.in/topics>

<http://egyankosh.ac.in>

**CO-PSO Mapping Table**

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8	PSO9	PSO10
<b>CO 1</b>	2	1	3	2	3	2	1	1	1	1
<b>CO 2</b>	2	2	2	2	3	2	-	1	1	1
<b>CO 3</b>	3	2	3	3	3	2	2	1	-	1
<b>CO 4</b>	2	2	3	1	3	2	2	2	1	-
<b>CO 5</b>	1	1	2	2	3	2	1	2	1	1
<b>Average</b>	<b>2</b>	<b>1.6</b>	<b>2.6</b>	<b>2</b>	<b>3</b>	<b>2</b>	<b>1.5</b>	<b>1.2</b>	<b>1</b>	<b>1</b>

Course Code	Name of the Course	Category	Hours/Wk.	Credits
24HIT2408	History of China and Japan	Core	4	4

This course presents the Chinese Revolution of 1911 and May Fourth Movement and the role of Japan in the First World War. It traces the role of Japan in the Second World War and the economic condition of China and Japan after the Second World War.

**Course Outcomes:**

At the end of the course, students will be able to

**CO1:** perceive the importance of the Chinese Revolution and its impacts.

**CO2:** explain the role of Japan in the First World War.

**CO3:** examine the part of Chinese ruler and reformers.

**CO4:** analyze the role of Japan during the Second World War.

**CO5:** evaluate the economic condition of China twentieth century.

**Unit I: 12 Hours**

Background – Chinese Revolution of 1911 – Causes – Dr Sun Yat Sen- Tung Meng Hui - Kuo-Min-Tang – Impact of the Revolution – Yuan Shi Kai – China in First World War – May Fourth Movement.

**Unit II: 12 Hours**

Background – Japanese Imperialism – Japan in First World War – 21 Demands – Washington Conference.

**Unit III: 12 Hours**

Kuo Min Tang rule-Chiang Kai Shek-Manchurian Crisis – Second Sino-Japanese war – China in Second World War – China under Mao-Tse –Tung – Chinese Communist Party (CCP) – Reforms –Cultural Revolution.

**Unit IV: 12 Hours**

Japan in Second World War II- Pearl Harbour Attack – Greater East Asia Co- Prosperity Sphere – impact.

**Unit V: 12 Hours**

China under Deng Xiaoping –Economic reforms – 1976- 1989 – Jiang Zemin – Hu-Jintao – Foreign Policy1949-1990- McArthur Constitution – Changes in Economy – Hirohito – Mutusihito – Japan and World’s affairs between 1951-2000.

**Learning Resources**

Text Books

1. Beasley, W.G.,*The Modern History of Japan*,Frederick A. Praeger,1963
2. Franz H Michael and George Edward Taylor, *Far East in the Modern World*, Holt,1956
3. Immanuel Hsu, *The Rise of Modern China*, Oxford University Press,2000

Reference Books

1. Khurana, K.L., *History of China and Japan1839-1949*, Lakshmi NarainAgarwal Educational Publishers, Agra, 2018
2. Jean Chesneaux,Françoise Le Barbier, Marie Claire Berger.,*China from 1911 to Liberation*, Pantheon books,1977.

3. MikisoHane.,*Modern Japan: A Historical Survey*, Routledge,2018
  4. Paul Hilbert Clyde and Burton F Beers, *The Far East:A History of Western Impacts and Eastern Responses, 1830-1975*, Waveland Pr Inc,1991
  5. Vinacke, H.M.,*History of Far East in Modern Times*, Surjeet Publications,Delhi,1959
- Websites/ e-Learning Resources

<https://www.worldhistory.org/article/1085/ancient-japanese--Chinese-relations/>

[https://www.mlsu.ac.in/syllabus/ug/887\\_HisII\\_3\\_3-11-2017.pdf](https://www.mlsu.ac.in/syllabus/ug/887_HisII_3_3-11-2017.pdf)

**CO-PSO Mapping Table**

	<b>PSO1</b>	<b>PSO2</b>	<b>PSO3</b>	<b>PSO4</b>	<b>PSO5</b>	<b>PSO6</b>	<b>PSO7</b>	<b>PSO8</b>	<b>PSO9</b>	<b>PSO10</b>
<b>CO 1</b>	3	2	3	2	1	2	2	2	2	1
<b>CO 2</b>	2	2	2	2	1	2	3	2	2	-
<b>CO 3</b>	3	3	2	2	2	2	3	2	1	1
<b>CO 4</b>	2	3	2	2	-	2	3	2	2	-
<b>CO 5</b>	2	3	1	3	2	2	2	1	1	1
<b>Average</b>	<b>2.4</b>	<b>2.6</b>	<b>2</b>	<b>2.2</b>	<b>1.5</b>	<b>2</b>	<b>2.6</b>	<b>1.8</b>	<b>1.6</b>	<b>1</b>

Course Code	Name of the Course	Category	Hours/Wk.	Credits
24HIT2410	Indian Art and Architecture	Supportive	5	4

This course presents the origins of art and architecture of India and the contribution of the various dynasties. It highlights the architectural structures of the South Indian kingdoms. It traces the architectural features during medieval period.

**Course Outcomes:**

At the end of the course, students will be able to

**CO1:** recognize the features of the early Indian architecture.

**CO2:** summarize the textures of the art and architecture of ancient period.

**CO3:** illustrate the architectural monuments of Tamil Nadu.

**CO4:** analyze the importance Indo – Turkish Architecture.

**CO5:** assess the contribution of the Mughals in architectural field.

**Unit I:**

**15 Hours**

Early Indian Architecture – Harappan Architecture – Terracotta Art – Art and Architecture under the Mauryas – caves, stupas, pillars and sculpture – Buddhist Architecture – stupas; Sarnath, and Sanchi - Jain Architecture - Statute of Mahavira at Saravnabelgola.

**Unit II:**

**15 Hours**

A brief survey on the Architecture of the Satavahanas and Kushanas Architecture, Sculptures and paintings under the Guptas – Gandhara and Mathura school of Arts- Amaravathi and Ajanta paintings – Rashtrakutas Art- Ellora and Elephanta.

**Unit III:**

**15 Hours**

Pallava's Architecture – Mahabalipuram – Cholas Temple Architecture –features, Temples at Tanjavur, Gangaikonda Cholapuram and Darasuram and Chidambaram Temple- Nayak Architecture – Madurai Meenakshi Temple, Thirumalai Nayakar Mahal, Srivilliputhur Andal Temple and Sri Rengam Temple.

**Unit IV:**

**15 Hours**

Indo – Turkish Architecture, features – Delhi Sultanate Qutubminar,– Quwatul Islam Mosque and Tomb of Itumish – Alai Darwaza and Fort of siri.

**Unit V:**

**15 Hours**

Mughal Architecture –Architectural features – Humayun's Tomb, Agra fort, Fatepur Sikri – Tajmahal, Red fort and Jumma Masjid of Delhi – Mughal Paintings –British Architecture – Fort of St. Williams – St. George Fort.

**Learning Resources**

Text Book

1. Harle, J.C. Art and Architecture of the Indian subcontinents, Penguin Books, 1990.
2. Havell, E.B. Indian Architecture through the Ages, Chap X New Delhi, 1978.
3. Ebba Koch Mughal Architecture an outline of its history and development, 1526-1858, Munich, 1991.

Reference Books

1. Srinivasan, K.R. Temples of South India, NBT, New Delhi, 1972.
2. Srinivasan, P.R. Indian Temple Architecture, Mysore, 1971
3. Sivaramamurthi, C. Indian Painting, NBT, New Delhi, 1976.
4. Edith Tomory A History of fine Arts in India and West, Orient Longman, New Delhi, 1989
5. Surendra Sahai Indian Architecture, Islamic period 1192-1857, New Delhi, 2004.

Websites/ e-Learning Resources

[https://books.google.co.in/books/about/The\\_Art\\_and\\_Architecture\\_of\\_the\\_Indian\\_S.html?id=LwcBVvdqyBkC&redir\\_esc=y](https://books.google.co.in/books/about/The_Art_and_Architecture_of_the_Indian_S.html?id=LwcBVvdqyBkC&redir_esc=y)

<https://archive.org/details/artarchitectureo0000harl>

**CO-PSO Mapping Table**

	<b>PSO1</b>	<b>PSO2</b>	<b>PSO3</b>	<b>PSO4</b>	<b>PSO5</b>	<b>PSO6</b>	<b>PSO7</b>	<b>PSO8</b>	<b>PSO9</b>	<b>PSO10</b>
<b>CO 1</b>	2	3	3	1	2	2	2	1	1	1
<b>CO 2</b>	3	2	3	2	2	2	2	-	1	1
<b>CO 3</b>	3	3	3	1	1	2	1	1	1	-
<b>CO 4</b>	2	3	3	-	2	2	2	1	1	1
<b>CO 5</b>	3	2	3	1	2	2	1	1	2	1
<b>Average</b>	<b>2.6</b>	<b>2.6</b>	<b>3</b>	<b>1.3</b>	<b>1.8</b>	<b>2</b>	<b>1.6</b>	<b>1</b>	<b>1.2</b>	<b>1</b>



Course Code	Name of the Course	Category	Hours/Wk.	Credits
24HIT2202	Museology	SEC	3	2

This course presents the role of museum in safeguarding the Heritage sites and recognizes the functions of museum. It also explains the collection and classification of museum objects, the preservation and conservation methods of museum objects.

### Course Outcomes:

At the end of the course, students will be able to

**CO1:** perceive the role of museum in safeguarding the national heritage Sites through acts.

**CO2:** illustrate the functions and associations of museums.

**CO3:** précis the aspects of the Museum Management.

**CO4:** appraise the preservation and conservation methods of museum objects.

**CO5:** evaluate the importance of national and state museums.

### Unit I:

**9 Hours**

Meaning and definition of museum and museology – History of Museums – Role of museum in safeguarding traditional knowledge and practice – Indian Treasure Trove Act 1878 – Ancient Monuments preservation Act 1904 – The ancient monuments and archaeological sites Act 1958 – Laws on Antiquities and Cultural Heritage.

### Unit II:

**9 Hours**

Function of Museum – Kinds of museum – Role of curator in a museum – Role of Museum Association of India, NRLC, INTACH – Role of Multimedia in Museum – Public Relations.

### Unit III:

**9 Hours**

Museum management – Mode of collection and classification of museum objects – Documentation and registration of museum objects – Accessioning, Indexing and Card cataloging.

### Unit IV:

**9 Hours**

Factors for Deterioration of Museum Objects – Museum Integrated Pest Management – Preservation of museum objects – Preservation of palm leaf manuscripts – Disaster Management – Climate effects on Museum Objects – Exhibition and Display – Presentation.

### Unit V:

**9 Hours**

Indian Museum of Kolkata – National Museum of New Delhi – Prince Wales Museum of Mumbai – Salarjung Museum of Hyderabad – Victoria Memorial Hall, Kolkata – Government Museum, Chennai – Visveswaraiya Industrial and Technological Museum, Bangalore – Gandhi Memorial Museum, Madurai – Government Museum, Madurai.

### Learning Resources

Textbooks

1. Jeyaraj, V. Handbook on Conservation in Museums. Commissioner of Museums, 1995.
2. Jeyaraj, V. Museology: Heritage and Management. Government Museum, 2005.
3. Sethu, Raman G. Museology – Museum and its techniques. Sastha Publications, 1996.

## References

1. Dwivedi, V.P. (ed). Museums and Museology. New Horizons. Agam Kala Prakashan, 1980.
2. Harinarayanan, N., and Jeyaraj V. Care of Museum Objects. Commissioner of Museums, 1995.
3. Nigam, M.L. Fundamentals of Museology. Deya Publication, 1966.
4. Sarkar, H. Museums and Protections of Monuments and Antiquities in India. Sun Deep Prakashan, 1981.

## Websites/ e-Learning Resources

<http://www.e-books>

[chennai-museum.tn.gov.in/chennai-museum/images/books/HANDBOOK%20ON%20CONSERVATION%20IN%20MUSEUMS.pdf](http://chennai-museum.tn.gov.in/chennai-museum/images/books/HANDBOOK%20ON%20CONSERVATION%20IN%20MUSEUMS.pdf)

**CO-PO Mapping Table**

	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PO6</b>	<b>PO7</b>	<b>PO8</b>	<b>PO9</b>	<b>PO10</b>
<b>CO 1</b>	3	2	1	2	1	2	1	1	2	2
<b>CO 2</b>	2	2	1	1	-	2	2	1	2	1
<b>CO 3</b>	2	2	1	1	1	2	2	-	1	2
<b>CO 4</b>	3	2	3	2	2	2	2	1	1	1
<b>CO 5</b>	3	2	-	1	1	2	1	1	2	2
<b>Average</b>	<b>2.6</b>	<b>2</b>	<b>1.5</b>	<b>1.4</b>	<b>1.3</b>	<b>2</b>	<b>1.6</b>	<b>1</b>	<b>1.6</b>	<b>1.6</b>

Course Code	Name of the Course	Category	Hours/Wk.	Credits
24HIT3601	History of India (1857 – 1947 A.D.)	Core	6	6

This course presents the role of the socio-religious movements in India. It also explains contrast between the moderates and extremists. It traces the Constitutional provisions and legislations, the causes and consequences of the Partition of India..

#### Course Outcomes:

At the end of the course, students will be able to

**CO 1:** recognize the role of the socio-religious movements in India

**CO 2:** summarize the early phase of the freedom struggle.

**CO 3:** elucidate Gandhi's leadership and his mass movements.

**CO 4:** assess the importance of the socio-religious reform and Revolutionary movements.

**CO 5:** evaluate the factors of the final stage of the independence movements.

#### Unit I:

**18 Hours**

The revolt of 1857- Queen's Proclamation – Transition from Company to Crown –Socio-Religious Reform Movements and National Awakening in the 19<sup>th</sup> Century.

#### Unit II:

**18 Hours**

Indian National Movement: Indian National Congress: Moderates – Extremists – Partition of Bengal – Swadeshi Movement – Birth of Muslim League – Surat Congress – Minto-Morley Reforms – Communal Electorate – Home Rule Movement – Montague-Chelmsford Reforms – Dyarchy.

#### Unit III:

**18 Hours**

Gandhian Era– Jallianwala Bagh Massacre – Non-Cooperation Movement – Swaraj Party – Simon Commission – Rise of Communist Party – Civil Disobedience Movement – Gandhi –Irwin Pact – Round Table Conference and the Communal Award –Act of 1935 – Provincial Autonomy –1937 elections – Cripps Mission.

#### Unit IV:

**18 Hours**

Rise of the Left Politics – Rise and Growth of Revolutionary Movements – Social Reform Movements in the Twentieth Century – Role of Communists - Periyar E V Ramasamy.

#### Unit V:

**18 Hours**

Quit India Movement – Subash Chandra Bose and Indian National Army – Simla Conference – Cabinet Mission – Mountbatten Plan – Partition of India.

#### Learning Resources

##### Text Books

1. Bipan Chandra, *History of Modern India*, Orient Black Swan Publications, New Delhi,2012
2. Bipan Chandra., *India's Struggle for Independence*, Penguin Random House, India,2016
3. Venkatesan.G, *History of Freedom Struggle*, V.C. Publications, 2018.

##### References

1. BalaJeyaraman, *Periyar: A Political Biography of EV Ramasamy*,Rupa and Co.,2013
2. RanjanChakrabarti., *A New History of Modern India:An Outline*,Surjeeth Publications, 2019
3. SumitSarkar., *Modern India 1885-1947*,Macmillan India Limited, New Delhi, 2000
4. ShekharBandyopadhyay, (ed)., *Nationalist Movement in India: A Reader*, Oxford University Press,

New Delhi, 2008.

5. Sugata Bose and Ayesha Jalal, *Modern South Asia: History, Culture, Political Economy*, Routledge, London, 2011

Websites/ e-Learning Resources

<https://amritmahotsav.nic.in>

**CO-PSO Mapping Table**

	<b>PSO1</b>	<b>PSO2</b>	<b>PSO3</b>	<b>PSO4</b>	<b>PSO5</b>	<b>PSO6</b>	<b>PSO7</b>	<b>PSO8</b>	<b>PSO9</b>	<b>PSO10</b>
<b>CO 1</b>	3	3	3	2	1	2	3	2	2	2
<b>CO 2</b>	3	3	2	2	-	2	3	2	3	2
<b>CO 3</b>	3	2	2	3	1	2	3	2	2	3
<b>CO 4</b>	3	3	2	2	2	2	3	2	3	2
<b>CO 5</b>	2	2	3	2	1	2	3	2	3	1
<b>Average</b>	<b>2.8</b>	<b>2.6</b>	<b>2.4</b>	<b>2.2</b>	<b>1.3</b>	<b>2</b>	<b>3</b>	<b>2</b>	<b>2.6</b>	<b>2</b>

Course Code	Name of the Course	Category	Hours/Wk.	Credits
24HIT3603	Historiography	Core	6	6

This course understands the nature and scope of History and to enlighten the students about Historical objectivity and Subjectivity and need of writing objective History. It highlights the contributions of Historians and their significance in the evolution of historical writings and the various stages of research.

**Course Outcomes:**

At the end of the course, students will be able to

**CO1:** perceive the structure of History and allied disciplines.

**CO2:** appraise the theory of causation and change.

**CO3:** illustrate the contribution of European Historians.

**CO4:** focus the role of Indian Historian in historical writing.

**CO5:** construct the stages of the research work.

**Unit I: 18 Hours**

Definition of History – Nature and Scope – Uses and abuses of History – Lessons of History – History and Allied disciplines – History: Art or Science.

**Unit II: 18 Hours**

Theory of Causation and Change – Role of Ideas – Role of Individual – Institutions – Historical Objectivity and Subjectivity.

**Unit III: 18 Hours**

European Historians – Herodotus – Thucydides – Livy – Tacitus – St. Augustine – Spengler – Ranke – Hegel – Marx –Toynbee & Gibbon.

**Unit IV: 18 Hours**

Indian Historians – Kalhana – Alberuni –Barauni –Ferishta – J.N.Sarkar –Panikkar – K.A.N. SastriI.V.Mahadevan- K.Rajayyan- N.Subramanian.

**Unit V: 18 Hours**

Research Methodology – Pre – requisites of a Research scholar – Selection of Topic – Sources – Data Collection – Heuristics – Criticism – Synthesis – Exposition- Documentation.

**Learning Resources**

Text Books

1. Venkatesan G., A Study of Historiography, Sentaamarai press, Rajapalayam, 2005.
2. Rajayyan K., History in Theory and Method, Ratna publication, Madurai, 2006.
3. Satish K. Bajaj, Research Methodology in History, Anmol publications, New Delhi, 2000.

References

1. Colling Wood R.G., The Idea of History, Oxford University press, London, 1973.
2. Jayapalan N., Historiography, Atlantic publications, New Delhi, 2008.
3. Sheik Ali B., History in Theory and Method, Macmillan India Ltd., Madras, 1984.
4. Subramanian N., Historiography, Ennes publications, Udumalpet, 1993.

Websites/ e-Learning Resources

<https://www.britannica.com/topic/historiography>

**CO-PSO Mapping Table**

	<b>PSO1</b>	<b>PSO2</b>	<b>PSO3</b>	<b>PSO4</b>	<b>PSO5</b>	<b>PSO6</b>	<b>PSO7</b>	<b>PSO8</b>	<b>PSO9</b>	<b>PSO10</b>
<b>CO 1</b>	1	1	2	3	3	1	1	1	1	1
<b>CO 2</b>	1	1	2	2	3	2	2	1	1	-
<b>CO 3</b>	2	2	2	1	2	2	2	-	1	1
<b>CO 4</b>	2	2	2	1	2	2	1	1	1	1
<b>CO 5</b>	3	3	3	3	3	1	2	1	-	1
<b>Average</b>	<b>1.8</b>	<b>1.8</b>	<b>2.2</b>	<b>2</b>	<b>2.6</b>	<b>1.6</b>	<b>1.6</b>	<b>1</b>	<b>1</b>	<b>1</b>

Course Code	Name of the Course	Category	Hours/Wk.	Credits
24HIT3605	International Relations since 1919 A.D.	Core	6	6

This course presents the international relations during the inter-war and the role of UNO in post-War in international relations. It explains the Cold War politics and the key issues in international relations.

**Course Outcomes:**

At the end of the course, students will be able to

**CO 1:** recognize the origin and growth of International relations.

**CO 2:** summarize the factors and features of negotiations between the two world wars.

**CO 3:** interpret the political rivalry between the super powers.

**CO 4:** evaluate the role of UNO and its achievements.

**CO 5:** assess the contemporary issues in international relations.

**Unit I: 18 Hours**

Origin and Growth of International Relations– Theoretical Perspectives: Realism – Idealism – Liberalism – Neo-Realism – Neo-Liberalism – World Systems and Dependency – Feminist Approaches – Concepts: Balance of Power – Collective Security – Diplomacy – National Interest.

**Unit II: 18 Hours**

First World War 1914- 1918 – Wilson’s Fourteen Points – Paris Peace Conference – League of Nations – Kellogg Briand Pact – Locarno Pact – Mussolini and Fascism – Hitler and Nazism – British Policy of Appeasement – Second World War – Causes, Course and Results.

**Unit III: 18 Hours**

Cold war: Origins – Causes – Truman’s Doctrine – Marshall Plan – NATO – SEATO – CENTO –SALT I and II— Emergence of Third world.

**Unit IV: 18 Hours**

UNO: Principal Organs – Specialized Agencies of UNO – Achievements & Failures – Decolonization and Emergence of the Third World – Non-Aligned Movement – Regional Organizations: European Union – ASEAN – SAARC.

**Unit V: 18 Hours**

Post-Cold War Era: Disintegration of USSR – Glasnost – Perestroika – Reunification of Germany– Contemporary Issues: Globalization – GATT – WTO –Environment: Rio de Janeiro Summit – Green Peace Movement – Kyoto Protocol – Paris Agreement.

**Learning Resources:**

Text Books

1. Asit Kumar Sen, *International Relations since World War I*, S. Chand, 1995
2. Hans J. Morgenthau and Kenneth Johnson, *Politics Among Nations: The Struggle for Power and Peace*, McGraw Hill, 2005
3. Khanna, V.N., *International Relations*, Vikas Publishing House Private Ltd., New Delhi, 2013

References

1. Theodore Coulombis and James Wolfe, *Introduction to International Relations: Power and Justice*, Prentice Hall, 1985

2. Peter Calvocoressi, *World Politics since 1945*, Pearson Longman, 1968
3. Norman Lowe, *Mastering Modern World History*, Palgrave, 2020
4. Palmer and Perkins, *International Relations: The World Community in Transition*, CBS, 2001

Websites/ e-Learning Resources

<https://www.e-ir.info/>

<http://www.un.org/en/index.html>

<https://www.nato.int/>

<http://www.saarc-sec.org/>

**CO-PSO Mapping Table**

	<b>PSO1</b>	<b>PSO2</b>	<b>PSO3</b>	<b>PSO4</b>	<b>PSO5</b>	<b>PSO6</b>	<b>PSO7</b>	<b>PSO8</b>	<b>PSO9</b>	<b>PSO10</b>
<b>CO 1</b>	3	2	3	3	2	2	3	1	2	2
<b>CO 2</b>	3	2	2	2	-	2	3	2	1	2
<b>CO 3</b>	3	2	3	2	1	2	2	1	-	1
<b>CO 4</b>	2	2	3	1	3	2	3	2	1	2
<b>CO 5</b>	2	2	2	2	1	2	2	1	1	-
<b>Average</b>	<b>2.6</b>	<b>2</b>	<b>2.6</b>	<b>2</b>	<b>1.8</b>	<b>2</b>	<b>2.6</b>	<b>1.4</b>	<b>1.3</b>	<b>1.8</b>



Course Code	Name of the Course	Category	Hours/Wk.	Credits
24HIT3401	Principles of Tourism	DSE	5	4

This course presents the basic components and elements of tourism and different types and forms of tourism. It also explains the role of Travel Agents, Tour Operators and importance of the travel documents.

**Course Outcomes:**

At the end of the course, students will be able to

**CO 1:** point out the components and elements of tourism.

**CO 2:** explain the types and forms of tourism.

**CO 3:** describe the roles of Travel Agency.

**CO 4:** assess the roles of Tour Operators.

**CO 5:** examine the importance of travel documents.

**Unit I: 15 Hours**

Concepts of Tourism: Definition of Tourism – Traveler – Tourist – Excursionist – Travel Motivations: Push and Pull Motivations of Travel – Basic Components of Tourism: Transport, Attraction, Accommodation – Elements of Tourism: Weather, Amenities, Accessibility, Historical and Cultural Factors.

**Unit II: 15 Hours**

Types and Forms of Tourism: Domestic and International Tourism – Long Haul and Short Haul Tourism – Leisure Tourism – Pilgrimage Tourism – Special Interest Tourism – Adventure Tourism – Eco Tourism – Cultural Tourism – Desert Tourism – Agro Tourism – Culinary Tourism – Medical Tourism – Sustainable Tourism.

**Unit III: 15 Hours**

Travel Agency: Meaning of Travel Agent – Types of Travel Agency – Roles of Large Travel Agent – Characteristics of a Professional Travel Agent.

**Unit IV: 15 Hours**

Tour Operator: Meaning of Tour Operator – Types of Tour Operator: Inbound, Outbound, Domestic, Ground and Specialized – Role of Tour Operators – Itinerary Planning: Principles, Resources and Guidelines.

**Unit V: 15 Hours**

Travel Documents: Passport – VISA – Health Certificates – Tax – Customs – Currency – Travel Insurance – Role of Information Technology in Tourism related Services – Computerized Reservation System (CRS) and Global Distribution System (GDS).

**Learning Resources:**

Text Books

1. Bhatia, A.K, *Tourism Management*, Sterling Publications, New Delhi, 2016
2. Bhatia,A.K., *The Business of Travel Agency and Tour Operations Management*, Sterling Publications, New Delhi, 2014

References

1. Marc Mancini, *Conducting Tours: A Practical Guide*, Cengage Learning Publications, New Zealand, 2000.

2. Negi, J. *Travel Agency and Tour Operation: Concepts and Principles*, Kanishka Publisher, New Delhi, 2004.
3. Pran Nath Seth, *Successful Tourism Management: Fundamentals of Tourism*, Sterling Publications, New Delhi, 2008.

Websites/ e-Learning Resources

[https://www.academia.edu/14264572/Basic\\_Concept\\_on\\_Tourism](https://www.academia.edu/14264572/Basic_Concept_on_Tourism)

<http://bieap.gov.in/Pdf/TTPaperIIYR2.pdf>

**CO-PSO Mapping Table**

	<b>PSO1</b>	<b>PSO2</b>	<b>PSO3</b>	<b>PSO4</b>	<b>PSO5</b>	<b>PSO6</b>	<b>PSO7</b>	<b>PSO8</b>	<b>PSO9</b>	<b>PSO10</b>
<b>CO 1</b>	2	1	1	1	3	2	2	2	2	1
<b>CO 2</b>	1	2	1	1	3	2	2	2	2	-
<b>CO 3</b>	2	2	-	1	3	2	2	2	2	1
<b>CO 4</b>	2	-	1	1	3	2	2	2	2	1
<b>CO 5</b>	2	1	1	1	2	2	2	1	1	1
<b>Average</b>	<b>1.8</b>	<b>1.5</b>	<b>1</b>	<b>1</b>	<b>2.8</b>	<b>2</b>	<b>2</b>	<b>1.8</b>	<b>1.8</b>	<b>1</b>

Course Code	Name of the Course	Category	Hours/Wk.	Credits
24HIT3403	Intellectual History of India	DSE	5	4

This Course presents the intellectual tradition of India and eminent intellectual thinkers. It also explains the composite Indian culture represented by the intellectuals.

**Course Outcomes:**

At the end of the course, students will be able to

**CO1:** perceive the advent of modernity and English Education.

**CO2:** inculcate the role of social reformers.

**CO3:** illustrate the importance of militant activist.

**CO4:** elucidate the contribution of reformers in Indian society.

**CO5:** analyze the role of Indian leaders to change the society.

**Unit I: 12 Hours**

Advent of modernity – Political and Economic condition – Communication – Role of English Education.

**Unit II: 12 Hours**

Raja Ram Mohan Roy: Thinker, Philosopher and Social Reformer; Periyar E.V. Ramasamy Naicker: Self Respect Movement – Dravida Kazhagam – Rationalist Thought; Sri Narayana guru: Social and Religious Reformer.

**Unit III: 12 Hours**

M.N. Roy: Militant Activist – Radical Humanism; Jaya Prakash Narayan: Total Revolution and Sarvodaya Movement.

**Unit IV: 12 Hours**

Gopala K. Gokhale: Teacher – Writer – Legislator – Servants of India Society: Sir Syed Ahmed Khan: Contribution to Muslim Education – Aligarh Movement; Rabindranath Tagore: A Political and Social Theorist – Philosopher.

**Unit V: 12 Hours**

B.R. Ambedkar: Making of the Indian constitution – Leader of the Oppressed Group – Neo Buddhism; J.N. Nehru: Ideas of Democracy – Secularism – Socialism – Maker of Modern India; M.K. Gandhi: Non – Violence & Satyagraha – Non Co-operation Movement – Rural Reconstruction.

**Learning Resources:**

Text Books

1. Mukhi, H.R. Modern Indian Political Thought, SBD Publishers & Distributors, New Delhi, 1997
2. Naidu, B.N. Intellectual History of Colonial India, Rawat Publications, New Delhi, 1996.
3. Ray, B.N. Tradition and Innovation in Indian Political Thought Politics and Vision, Ajanta Publications, New Delhi, 1998.

References

1. Vishnoo Bhagwan, Indian Political Thinkers, Atma Ram & Sons, Delhi, 1996.
2. Das, H.H., & Patra, P.S.N., Indian Political Traditions, Sterling Publishers Pvt., Ltd., New Delhi, 1995.

3. Mukhi, H.R. Modern Indian Political Thought, SBD Publishers & Distributors, New Delhi, 1997
4. Naidu, B.N. Intellectual History of Colonial India, Rawat Publications, New Delhi, 1996.
5. Kapoor, A.N. & Gupta, V.P., Dictionary of Gandhian Thought, Ambe Books, New Delhi, 1995.

Websites/ e-Learning Resources

**CO-PSO Mapping Table**

	<b>PSO1</b>	<b>PSO2</b>	<b>PSO3</b>	<b>PSO4</b>	<b>PSO5</b>	<b>PSO6</b>	<b>PSO7</b>	<b>PSO8</b>	<b>PSO9</b>	<b>PSO10</b>
<b>CO 1</b>	2	2	2	2	1	2	1	1	2	2
<b>CO 2</b>	3	2	2	1	-	2	2	2	2	2
<b>CO 3</b>	2	2	1	1	1	2	2	2	1	1
<b>CO 4</b>	3	2	2	-	1	2	2	2	-	2
<b>CO 5</b>	2	2	2	2	1	2	2	2	1	2
<b>Average</b>	<b>2.4</b>	<b>2</b>	<b>1.8</b>	<b>1.4</b>	<b>1</b>	<b>2</b>	<b>1.8</b>	<b>1.8</b>	<b>1.5</b>	<b>1.8</b>

Course Code	Name of the Course	Category	Hours/Wk.	Credits
24HIT3301	Freedom Struggle in India	GE	4	3

This course presents the role of the socio-religious movements in India. It also explains contrast between the moderates and extremists. It traces the Constitutional provisions and legislations, the causes and consequences of the Partition of India.

**Course Outcomes:**

At the end of the course, students will be able to

**CO 1:** recognize the early phase of the freedom movement.

**CO 2:** articulate the activities of the Indian National Congress.

**CO 3:** expose Gandhi's role in India's freedom struggle based on mass movement.

**CO 4:** illustrate the rise and growth of revolutionary movements.

**CO 5:** analyze the final stage of the freedom struggle.

**Unit I: 12 Hours**

South Indian Revolution – Vellore Mutiny- 1857 Mutiny – Transition from Company to Crown –Socio-Religious Reform Movements.

**Unit II: 12 Hours**

Birth of Indian National Congress-- Home Rule Movement – Montague-Chelmsford Reforms – Diarchy.

**Unit III: 12 Hours**

Role of Mahatma Gandhi in freedom Movement– Non-Cooperation Movement –Civil Disobedience Movement –Round Table Conference and the Communal Award –Act of 1935 – Provincial Autonomy – 1937 elections – – Cripps Mission.

**Unit IV: 12 Hours**

Rise of the Left Politics – Rise and Growth of Revolutionary Movements – Social Reform Movements in the Twentieth Century – Role of Communists - Periyar E V Ramasamy.

**Unit V: 12 Hours**

Quit India Movement –Indian National Army – Cabinet Mission – Mountbatten Plan – Partition of India.

**Learning Resources:**

Text Books

1. Bipan Chandra, Amal Tripathi and Barun De, *Freedom Struggle*, National Book Trust, New Delhi, 2011
2. Bipan Chandra., *India's Struggle for Independence*, Penguin Random House, India, 2016
3. Venkatesan, G, *History of Freedom Struggle*, V.C. Publications, 2018.

References

1. Ranjan Chakrabarti., *A New History of Modern India: An Outline*, Surjeeth Publications, 2019
2. Sumit Sarkar., *Modern India 1885-1947*, Macmillan India Limited, New Delhi, 2000
3. Bala Jeyaraman, *Periyar: A Political Biography of EV Ramasamy*, Rupa and Co., 2013
4. Shekhar Bandyopadhyay, (ed)., *Nationalist Movement in India: A Reader*, Oxford University Press, New Delhi, 2008.

5. Sugata Bose and Ayesha Jalal, *Modern South Asia: History, Culture, Political Economy*, Routledge, London, 2011

Websites/ e-Learning Resources

<https://amritmahotsav.nic.in>

<https://www.mcrhrd.gov.in>

**CO-PO Mapping Table**

	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PO6</b>	<b>PO7</b>	<b>PO8</b>	<b>PO9</b>	<b>PO10</b>
<b>CO 1</b>	3	2	1	-	2	2	3	2	2	2
<b>CO 2</b>	2	3	2	1	1	2	3	2	1	2
<b>CO 3</b>	3	3	2	1	2	2	3	3	-	3
<b>CO 4</b>	3	3	2	1	2	2	3	1	2	2
<b>CO 5</b>	3	2	2	1	2	2	3	2	1	2
<b>Average</b>	<b>2.8</b>	<b>2.6</b>	<b>1.8</b>	<b>1</b>	<b>1.8</b>	<b>2</b>	<b>3</b>	<b>2</b>	<b>1.5</b>	<b>2.2</b>

Course Code	Name of the Course	Category	Hours/Wk.	Credits
24HIT3303	Social Movements in India	GE	4	3

This course introduces the collective efforts of people to bring transformations in human society. It deals with nature, characteristics, structure and processes of social movements besides its emergence, dynamics, theories and arena of social movements.

**Course Outcomes:**

At the end of the course, students will be able to

**CO 1:** explain the various types of social Movements.

**CO 2:** confer the role of the socio movement's change the society in India.

**CO 3:** elucidate Contemporary social movements.

**CO 4:** describe the rise and growth of revolutionary movements.

**CO 5:** analyze the importance of social and environmental movements.

**Unit I:** **12 Hours**

Meaning and Nature –Dynamics of Social Movements – Types- Reform, Revival and Revolutions- impacts.

**Unit II:** **12 Hours**

Social Movements and Social Change; Schisms and Splits; Counter-Movements; Leadership and Social Movements; Media and Social Movements –Theories of Social Movements.

**Unit III:** **12 Hours**

Structural – Functional; Marxist and post Marxist; Weberian and post Weberian; Old Social Movements in India – Contemporary social movements.

**Unit IV:** **12 Hours**

Nationalist Movement; Tribal Movement; Peasant Movement; Labour Movement; Ethnic movement- Role of social movements in the process of social change – Impact of social movements on the process of social change.

**Unit V:** **12 Hours**

New Social Movements in India – Dalit Movement- Ambedkarite movement in India –Women's Movement- Environmental Movement- Importance of Environmental Movement.

**Learning Resources:**

Text Books

1. Buchler, S. M, Social Movements in Advanced Capitalism. Oxford: Oxford University Press, 2000.
2. Dhanagare, D. N, Peasant Movements in Indian 1920-1950. New Delhi: Oxford University Press, 1983.
3. Biswajit Ghosh, Social Movements, Paperback, 2020.

References

1. Rao. M.S.A, Social Movements in India (Studies in Peasant, Backward Classes, Sectarian, Tribal and Women's Movements),Manohar Publications,2023.
2. Guha, R, The Unquiet Woods: Ecological Change and Peasant Resistance in the Himalaya. Berkeley: University of California Press, 1989.

3. Menon, N. (Ed.), Gender and Politics in India. Delhi: Oxford University Press,1999
4. Oommen, T. K, Nation, Civil Society and Social Movements. New Delhi: Sage Publications, 2004.

Websites/ e-Learning Resources

[https://www.google.com/search?q=social+movements+in+india+syllabus+pdf&sca\\_esv=9d44a8e5b7d41fa3&ei=GhdbZtvnMaacseMPptyNkAc&oq](https://www.google.com/search?q=social+movements+in+india+syllabus+pdf&sca_esv=9d44a8e5b7d41fa3&ei=GhdbZtvnMaacseMPptyNkAc&oq)

**CO-PO Mapping Table**

	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PO6</b>	<b>PO7</b>	<b>PO8</b>	<b>PO9</b>	<b>PO10</b>
<b>CO 1</b>	3	2	2	1	-	2	2	2	1	2
<b>CO 2</b>	2	1	1	1	1	2	3	2	1	2
<b>CO 3</b>	3	2	2	1	1	2	3	3	-	1
<b>CO 4</b>	2	2	2	-	2	2	2	2	1	2
<b>CO 5</b>	2	2	2	1	2	2	2	2	1	2
<b>Average</b>	<b>2.4</b>	<b>1.8</b>	<b>1.8</b>	<b>1</b>	<b>1.5</b>	<b>2</b>	<b>2.4</b>	<b>2.2</b>	<b>1</b>	<b>1.8</b>



Course Code	Name of the Course	Category	Hours/Wk.	Credits
24HIT3201	Human Rights	SEC	3	2

This course enhances the historical development of human rights. It provides the student with the ability to identify difficulties and problems relating to realisation of human rights and strengthens the ability to contribute to the resolution of human rights issues and problems. It also develops and analytical skills.

**Course Outcomes:**

At the end of the course, students will be able to

**CO 1:** perceive the concept, evolution and classification of Human rights.

**CO2:** interpret the provisions of International Covenant and Human Rights institutions.

**CO3:** examine the role of non-governmental organizations.

**CO4:** analyze the functions of Human Rights Commission.

**CO5:** apprise the rights of Women in present scenario.

**Unit I:**

**9 Hours**

Origin and Development of Human Rights: Magna Carta (1215) – Peace of Westphalia (1648) – Bill of Rights in England (1689) – Declaration of the Rights of Men and Citizen (1789) – Bill of Rights in USA (1791) – Definition and Classification of Human Rights: Civil – Political – Religious.

**Unit II:**

**9 Hours**

United Nations and Human Rights Institutions: Universal Declaration of Human Rights (UDHR) – International Covenant on Civil and Political Rights (ICCPR) – International Covenant on Economic, Social and Cultural Rights (ICESCR) – International Convention on the Elimination of Racial Discrimination (ICERD) – International Convention on the Elimination of Discrimination against Women (CEDAW) – Convention on the Rights of the Child (CRC).

**Unit III:**

**9 Hours**

Human Rights International Non-Governmental Organizations (NGOs): The International Committee of Red Cross – Amnesty International – Human Rights Watch – International Commission of Jurists.

**Unit IV:**

**9 Hours**

Human Rights in India: Constitutional Guarantees – Fundamental Rights – Directive Principles of State Policy – National Human Rights Commission (NHRC) – State Human Rights Commission (SHRC) – Human Rights Violations.

**Unit V:**

**9 Hours**

Women's Rights: Right to Inheritance – Divorce – Remarriage – Child Rights: Right to Education and Child Labour – Workers' Rights: Right to form Associations – Rights of Refugees and Migrants.

**Learning Resources:**

Text Books

1. Agarwal,H.O, *Human Rights*, Central Law Publications, 2020.
2. Nirmal,C.J *Human Rights in India: Historical, Social and Political Perspectives*, OUP, 2000.
3. SatwinderJuss, ed., *Human Rights in India*, Manohar Publishers and Distributors, 2020.

4. Ravi, T.S. Human Rights (with R.T.I Act) Margham Publications, Chennai, 2021.

#### References

1. Agarwal. H.O, *International Law and Human Rights*, Central Law Publications, 2020.
2. Debarati Haldar, et. al., *Advancement of Human Rights in India: Contemporary and Emerging Challenges*, Sage Publications, 2021.
3. Julie A. Mertus, *The United Nations and Human Rights: A Guide for a New Era*, Routledge, 2005.
4. Thomas Cushman, *Handbook of Human Rights*, Routledge, 2013.

#### Websites/ e-Learning Resources

<https://www.google.com/search?q=human+rights&oq=human+rights&gs>

**CO-PO Mapping Table**

	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PO6</b>	<b>PO7</b>	<b>PO8</b>	<b>PO9</b>	<b>PO10</b>
<b>CO 1</b>	2	3	3	3	1	2	2	2	-	2
<b>CO 2</b>	2	3	3	3	1	2	2	1	2	3
<b>CO 3</b>	3	2	2	-	2	2	3	2	2	2
<b>CO 4</b>	2	3	2	1	-	2	3	1	2	1
<b>CO 5</b>	2	2	3	1	1	2	3	1	1	2
<b>Average</b>	<b>2.2</b>	<b>2.6</b>	<b>2.6</b>	<b>2</b>	<b>1.3</b>	<b>2</b>	<b>2.6</b>	<b>1.4</b>	<b>1.8</b>	<b>2</b>

Course Code	Name of the Course	Category	Hours/Wk.	Credits
24HIT3602	Contemporary History of India	Core	6	6

This Course explains the Contribution of Jawaharlal Nehru as the architect of modern India and inculcates the knowledge about rule of Rajiv Gandhi, National Front Government and New Economic Policy.

**Course Outcomes:**

At the end of the course, students will be able to

**CO 1:** recognize the policies of Nehru and Lal Bahadur Sastri.

**CO 2:** discuss the reforms of Indra Gandhi and administration of Moraji Desai.

**CO 3:** illustrate the domestic and foreign policies of Indra Gandhi and Rajiv Gandhi.

**CO 4:** analyze the rule of National Front party and Congress new economic policy.

**CO 5:** evaluate the administration of United Front party and economic reforms of congress.

**Unit I:**

**18 Hours**

The Era of Nehru, 1947-64 – Democratic Socialism – Economic Policy – Five-Year Plans– Foreign Policy – Panchsheel – Non-Aligned Movement – Lal BahadurSastri – Domestic and Foreign Policies.

**Unit II:**

**18 Hours**

India during Indira Gandhi’s First Ministry – Administrative Reforms – Indo-Pakistan War- National Emergency,1976 – Twenty Point Programmes – Janata Government – Morarji Desai.

**Unit III:**

**18 Hours**

Second Ministry of Indira Gandhi – Domestic and Foreign Policy – Rajiv Gandhi’s Rule-Panchayat Raj Operation Black Board-Development of Science and Technology-Foreign Policy.

**Unit IV:**

**18 Hours**

National Front Rule –V.P.Singh –Mandal Commission – Coalition Governments – DMK- Communist Parties – P.V. Narasimha Rao – New Economic Policy.

**Unit V:**

**18 Hours**

United Front Rule –Foreign Policy– National Democratic Alliance –A.B.Vajpayee – Golden Quadrilateral Project – Kargil War – I. K.Gujral – Deva Gowda- Manmohan Singh governments – Narendra Dhamothar Dhas Modi - Economic Reforms – development schemes.

**Learning Resources:**

Text Books

1. Bipan Chandra., Aditya Mukherjee &Mridula Mukherjee, *India After Independence 1947-2000*, (2<sup>nd</sup> edn.), Penguin Books, New Delhi, 2008
2. Grover B.L. and Grover. S, *A New Look on Modern Indian History*, Chand. S and Company, New Delhi, 2007
3. Venkatesan. G., *History of Contemporary India 1947 – 1997*, J.J. Publications, Madurai, 2001 (Tamil Version)

References

1. AchinVanaik and Rajeev Bhargava (Ed.), *Understanding Contemporary India – Critical Perspective*,

Orient Black Swan, Delhi, 2012

2. Dhyeya Las., *India after Independence*, True Word Publications Pvt. Limited ,2022
3. NeeraChandoke and Praveen Priyadarshi (Ed.), *Contemporary India: Economy, Society and Politics*, Pearson, New Delhi, 2009
4. Nagaraj, R and Motiram, S (ed.), *The Political Economy of Contemporary India*, Cambridge University Press,2017
5. RamachandraGuha., *India After Gandhi: The History of the World's Largest Democracy*, Picador India, 2017

Websites/ e-Learning Resources

<http://www.ncbc.nic.in/Writereaddata/Mandal%20Commission%20Report%20of%20the%201st%20Part%20English635228715105764974.pdf>.

**CO-PSO Mapping Table**

	<b>PSO1</b>	<b>PSO2</b>	<b>PSO3</b>	<b>PSO4</b>	<b>PSO5</b>	<b>PSO6</b>	<b>PSO7</b>	<b>PSO8</b>	<b>PSO9</b>	<b>PSO10</b>
<b>CO 1</b>	2	1	1	3	2	2	2	-	2	1
<b>CO 2</b>	3	2	2	2	-	2	3	1	1	-
<b>CO 3</b>	2	2	2	3	2	2	2	2	3	3
<b>CO 4</b>	3	2	2	3	2	2	3	1	1	3
<b>CO 5</b>	3	3	2	3	2	2	3	1	3	3
<b>Average</b>	<b>2.6</b>	<b>2</b>	<b>1.8</b>	<b>2.8</b>	<b>2</b>	<b>2</b>	<b>2.6</b>	<b>1.3</b>	<b>2</b>	<b>2.5</b>

Course Code	Name of the Course	Category	Hours/Wk.	Credits
24HIT3604	Principles and Methods of Archaeology	Core	6	6

This Course explains the meaning of archaeology, kinds of archaeology and its relations with allied disciplines. It also traces the Archaeological developments in the world and India and the methods and techniques of archaeology.

**Course Outcomes:**

At the end of the course, students will be able to

**CO 1:** recognize concept of archaeology and its kinds.

**CO 2:** illustrate the archaeological developments from its beginnings.

**CO 3:** examine the archaeological institutions and the role of early archaeologists in India.

**CO 4:** explain the methods and techniques of archaeology.

**CO 5:** interpret the artifacts and importance of the archaeological sites in Tamil Nadu.

**Unit I:**

**18 Hours**

Definition, Nature, Aim and Scope of Archaeology – Archaeology as a Source of Cultural Studies- Different kinds of Archaeology – Marine Archaeology, Aerial Archaeology, New Archaeology – Archaeology and its relations with allied disciplines.

**Unit II:**

**18 Hours**

Beginnings in Archaeology from Antiquarianism to Archaeology – Process of Archaeology in the West – Growth of Archaeology in India- Archaeological Survey of India.

**Unit III:**

**18 Hours**

Archaeological Studies – Educational Institutions – Early Archaeologists in India –Robert Bruce Foote – Alexander Rae – Alexander Cunningham, Sir John Marshall, Sir Mortimer Wheeler, Jean Mariacastle, H.D.Sankalia.

**Unit IV:**

**18 Hours**

Exploration- Aims –Methods of Excavation –Recording Methods- Dating Methods: Absolute Dating Methods: Radio Carbon – Thermo luminescence – Dendro chronology – Relative Dating: Flouing Method – Nitrogen Method – Varve Analysis – Stratigraphy – Historical Dating.

**Unit V:**

**18 Hours**

Interpretation of Excavated Materials – Classification of Artifacts – Scientific Analysis of Organic Materials – Archaeological excavations in Tamil Nadu – Arikamedu – Adichanallur – Korkai – Keezhadi.

**Learning Resources:**

Text Books

1. Rajan, K. *Archaeology: Principles and Methods*, ManooPathippakam,Thanjavur, 2002
2. Rajan,K, *Understanding Archaeology: Field Methods, Theories and Practices*,Manoo Pathippakam,Thanjavur, 2016
3. K.V. Raman, *Principles and Methods of Archaeology*, Parthajan Publications, Madras, 1986

References

1. B.D. Dillon, ed., *Practical Archaeology: Field and Laboratory Techniques and Archaeological Logistics*, Institute of Archaeology, University of California, Los Angeles, 1989.
2. Stuart Fleming, *Dating in Archaeology: A Guide to Scientific Techniques*, J.M. Dent, London 1978.
3. Robert F.Heizer, (ed.), *The Archaeologist at Work: A Source Book in Archaeological Method and Interpretation*, Harper & Row, New York, 1969
4. C. Renfrew & Paul Bahn, *Archaeology: Theories, Methods and Practice*, Thames &Hudson, London, 2012.
5. Surendranath Roy, *The Story of Indian Archaeology 1784-1947*, Archaeological Survey of India, New Delhi, 2011.

Websites/ e-Learning Resources

<http://www.arch.cam.uk>

<http://archaeological.org>

<http://www.tnarch.gov.in>

<https://radiocarbon.com>

**CO-PSO Mapping Table**

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8	PSO9	PSO10
<b>CO 1</b>	3	2	3	2	3	2	-	1	1	1
<b>CO 2</b>	3	3	3	3	3	2	2	1	1	1
<b>CO 3</b>	3	2	3	3	3	2	2	1	1	-
<b>CO 4</b>	2	3	3	3	2	2	2	-	1	1
<b>CO 5</b>	3	3	3	3	2	2	2	1	1	1
<b>Average</b>	<b>2.8</b>	<b>2.6</b>	<b>3</b>	<b>2.8</b>	<b>2.6</b>	<b>2</b>	<b>2</b>	<b>1</b>	<b>1</b>	<b>1</b>

Course Code	Name of the Course	Category	Hours/Wk.	Credits
24HIT3606	Project	Core	6	6

The objective of the project-based course at the undergraduate level is to understand and analyze the historical inquiry techniques and how proof is rigorously used to render factual assertions and determine whether and why conflicting theories created. This course also assistances our past, which in effect helps us to realise our present. Additionally it helps the course seeks to enhance, guidance and planning capabilities, preparing students for higher education roles and nurturing a commitment to ongoing professional development and lifelong learning.

### Course Outcomes

At the end of the course, students will be able to

**CO1:** select a suitable topic for study, articulate and state a investigate problem.

**CO2:** accumulate the applicable primary and secondary sources and frame hypothesis for research.

**CO3:** design a research topic, collect applicable data, interpret, examines and test the hypotheses.

**CO4:** attain summarize with findings and recommendations on the research problem.

**CO5:** write a intelligible project report and preserve the work.

### CO – PSO MAPPING

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8	PSO9	PSO10
<b>CO1</b>	3	3	3	2	3	3	3	1	2	2
<b>CO2</b>	2	3	3	3	2	1	2	1	2	2
<b>CO3</b>	3	3	3	3	2	2	3	1	2	3
<b>CO4</b>	3	2	3	3	2	1	3	2	2	3
<b>CO5</b>	2	2	3	3	2	1	2	2	2	3
<b>Average</b>	<b>2.8</b>	<b>2.6</b>	<b>3</b>	<b>2.8</b>	<b>2.2</b>	<b>1.6</b>	<b>2.6</b>	<b>1.4</b>	<b>2</b>	<b>2.6</b>

Course Code	Name of the Course	Category	Hours/Wk.	Credits
24HIT3402	Archives Keeping	DSE	5	4

This Course explains the learner to the need and relevance of Archives, the rich collection in Archives and Archival Management Skills.

**Course Outcomes:**

At the end of the course, students will be able to

**CO1:** explain origin and development of archives and its kinds and importance.

**CO2:** summarize the basic need for the creation of archives.

**CO3:** illustrate the functions of Archives and its uses.

**CO4:** analyze the method of preservation in Archives.

**CO5:** evaluate the role of national archives and other organizations.

**Unit I: 15 Hours**

Meaning: Origin and Growth of Archives – History of Archives in Europe and India – Various types of Archives– Importance of Archives.

**Unit II: 15 Hours**

Creation of Archives – Classification – Registry Archives and Libraries – Racking – Shelves and other materials – Role of Archivist.

**Unit III: 15 Hours**

Functions of Archives – Publication Facilities to Research – Modern Methods in Archives Keeping – Role of IT in the development of Archives – Uses of Archives – Rules and Regulations.

**Unit IV: 15 Hours**

Preventive Measures – Methods of Preservation – Lamination – Docketing – Book Bindings – Reprography – Records Maintenance.

**Unit V: 15 Hours**

National Archives of India– National Mission of Manuscript, New Delhi – Archives and Historical Research, Chennai – Indian Historical Council of Archives – Indian Historical Records Commission (IHRC) –Saraswathi Padasala of Tanjore – Jesuits Archives in Shenbaganur – Role of Archives in the present-day World.

**Learning Resources:**

Text Books

1. Hodson, John, VK, An Introduction to use of Public Records, Oxford Clarendon Press, London 1934.
2. Thiayagarajan, A. Archives Keeping. Prabha Publication, 2002.
3. Sailen Ghose, Archives in India: History and assets, Firma K. L. Mukhopadhyay, Calcutta, 1963.

References

1. Agarwal, O.P., Care and Preservation of Museum Objects, New Delhi, 1977.
2. COMMA Journal, International Council on Archives (ICA).



3. Cook Micheal, Archival Administration: A Manual for Intermediate and smaller Organisation and Local Self Government.
4. Jenkinson Hilary, A Manual of Archive Administration, London, 1937.
5. National Archives of India, Conservation and Restoration of Archive Material, New Delhi.
6. National Archives of India, Guide to Restoration of Documents, New Delhi.

Websites/ e-Learning Resources

<https://www.google.com/search?q=archives+keeping&oq=archives+kee&gs>

**CO-PSO Mapping Table**

	<b>PSO1</b>	<b>PSO2</b>	<b>PSO3</b>	<b>PSO4</b>	<b>PSO5</b>	<b>PSO6</b>	<b>PSO7</b>	<b>PSO8</b>	<b>PSO9</b>	<b>PSO10</b>
<b>CO 1</b>	2	1	3	1	1	2	1	2	1	-
<b>CO 2</b>	1	2	3	3	1	2	2	1	1	1
<b>CO 3</b>	2	-	3	2	-	2	2	2	1	1
<b>CO 4</b>	2	1	3	2	1	2	1	2	1	1
<b>CO 5</b>	3	2	3	2	2	1	2	1	1	1
<b>Average</b>	<b>2</b>	<b>1.5</b>	<b>3</b>	<b>2</b>	<b>1.3</b>	<b>1.8</b>	<b>1.6</b>	<b>1.6</b>	<b>1</b>	<b>1</b>

Course Code	Name of the Course	Category	Hours/Wk.	Credits
24HIT3404	Panchayat Raj	DSE	5	4

This course presents the concept of Panchayat Raj. It gives knowledge of Mahatma Gandhi and Sarvodaya leaders. It describes the functions of Panchayat finance.

**Course Outcomes:**

At the end of the course, students will be able to

**CO1:** recognize the views of Mahatma Gandhi and its importance.

**CO2:** explain the functions of Democratic decentralization in India.

**CO3:** describe sources of income and expenditure in panchayats.

**CO4:** analyze the evolution of Panchayat raj in Tamilnadu.

**CO5:** examine difficulties of Panchayat Raj and CommUnity Development programme.

**Unit I: 15 Hours**

Introduction: Origin, Objectives and Concept of Panchayat Raj – The views of Mahatma Gandhi – Importance of local bodies.

**Unit II: 15 Hours**

Democratic decentralization in India – composition and functions; Gram Sabha – Panchayat Union – District Panchayat -73<sup>rd</sup> Amendment act.

**Unit III: 15 Hours**

Panchayat finance – sources of income and expenditure development of the resources of the Panchayat – Bhulvantry Mehta Committee report.

**Unit IV: 15 Hours**

Progress of local bodies after independence – Rajiv Gandhi period – Narasimma Rao period – Singhvi Committee – The evolution of Panchayat Raj in TamilNadu since 1950.

**Unit V: 15 Hours**

Problems of Panchayat administration and Management – Panchayat Raj and CommUnity Development programmes.

**Learning Resources**

Text Books

1. Sachdheva and Durga : *A simple study of Local Self Government in India*
2. Dharmaraj. J, *Panchayatraj*, Tensy Publications, Sivakasi, 2009.

References

1. S.R. Maheswari: *Local Government in India*, Lakshmi Narai Agarwal, Agra.
2. N. Jayabalan and Joseph : *Samuthaya Valarchiyum Panchayat Rajyamum* (in Tamil)

Websites/ e-Learning Resources

**CO-PSO Mapping Table**

	<b>PSO1</b>	<b>PSO2</b>	<b>PSO3</b>	<b>PSO4</b>	<b>PSO5</b>	<b>PSO6</b>	<b>PSO7</b>	<b>PSO8</b>	<b>PSO9</b>	<b>PSO10</b>
<b>CO 1</b>	2	1	2	2	1	2	3	2	2	3
<b>CO 2</b>	2	2	2	2	2	2	2	3	2	2
<b>CO 3</b>	2	1	2	1	-	2	1	1	-	1
<b>CO 4</b>	2	2	2	2	1	2	1	2	2	2
<b>CO 5</b>	2	2	-	2	2	2	3	2	2	1
<b>Average</b>	<b>2</b>	<b>1.6</b>	<b>2</b>	<b>1.8</b>	<b>1.5</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>1.6</b>

Course Code	Name of the Course	Category	Hours/Wk.	Credits
24HIT3302	History for Competitive Examinations	GE	4	3

This Course creates awareness about competitive Examinations. It also traces the Ancient, Medieval, Modern and Tamilnadu History.

**Course Outcomes:**

At the end of the course, students will be able to

**CO1:** perceive the all aspects on ancient India.

**CO2:** summarize the political history during later ancient India and medieval India.

**CO3:** illustrate the religious movements during medieval period and advent of the Europeans

**CO4:** assess the role of freedom movements in India.

**CO5:** analyze the contributions of the Socio-Religious Reform Movements in 19<sup>th</sup> Century.

**Unit I:**

**12 Hours**

Ancient History- Prehistoric period- Indus Valley Civilization- Vedic period- Mauryan Empire, Gupta Empire- Political, social, economic, and cultural aspects of these civilizations.

**Unit II:**

**12 Hours**

Ashoka's reign, Mauryan administration, Gupta dynasty's achievements, and socio-religious movements. Medieval History- Delhi Sultanate- Vijayanagara Empire- Mughal Empire.

**Unit III:**

**12 Hours**

Bhakti and Sufi movements – the advent of European powers in India- important rulers, their policies, and the impact of their reign on Indian society.

**Unit IV:**

**12 Hours**

The Revolt of 1857- the Indian National Congress- the Non-Cooperation Movement- the Quit India Movement- the partition of India.

**Unit V:**

**12 Hours**

Socio-Religious Reform Movements in 19<sup>th</sup> Century- Brahmo Samaj, Arya Samaj, Theosophi Contributions of Raja Ram Mohan Roy, Dayananda Saraswati, Annie Besant-Women's ecal Society- ducation- Bhakthi Movement- Nayanmars and Alwars.

**Learning Resources:**

Text Book

1. Laxmikanth, M., Indian Polity, McGraw Hill, Noida, 2021

References

1. Leong, G.C., *Certificate Physical and Human Geography*, Oxford University Press, New Delhi, 2021
2. Ram Sharan Sharma, *Ancient India: A History Text book for class XI*, NCERT, 1999
3. Satish Chandra, *Medieval India: Text book in History for Class XI*, NCERT, 2005
4. Sonali Bansal, Snehil Tripathi, *Modern Indian History, For Civil Services Preliminary and Main Examinations*, McGraw Hill, 2021.

Websites/ e-Learning Resources

<https://www.britannica.com/place/India/History>

<https://ncert.nic.in/ncerts/l/gess104.pdf>

**CO-PO Mapping Table**

	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PO6</b>	<b>PO7</b>	<b>PO8</b>	<b>PO9</b>	<b>PO10</b>
<b>CO 1</b>	3	2	2	2	1	2	2	1	1	1
<b>CO 2</b>	3	3	1	1	1	2	1	-	1	1
<b>CO 3</b>	3	2	2	1	-	2	2	2	2	2
<b>CO 4</b>	3	3	2	2	2	2	2	1	2	3
<b>CO 5</b>	3	3	3	2	2	2	3	1	-	3
<b>Average</b>	<b>3</b>	<b>2.6</b>	<b>2</b>	<b>1.5</b>	<b>1.5</b>	<b>2</b>	<b>2</b>	<b>1.3</b>	<b>1.5</b>	<b>2</b>



**CO-PO Mapping Table**

	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PO6</b>	<b>PO7</b>	<b>PO8</b>	<b>PO9</b>	<b>PO10</b>
<b>CO 1</b>	2	2	2	1	2	2	2	2	3	2
<b>CO 2</b>	2	2	1	1	-	2	2	1	2	2
<b>CO 3</b>	3	2	-	2	2	2	2	-	2	1
<b>CO 4</b>	3	3	1	2	2	2	1	1	2	2
<b>CO 5</b>	2	2	2	1	1	2	2	1	3	1
<b>Average</b>	<b>2.4</b>	<b>2.2</b>	<b>1.5</b>	<b>1.4</b>	<b>1.8</b>	<b>2</b>	<b>1.8</b>	<b>1.3</b>	<b>2.4</b>	<b>1.6</b>

Course Code	Name of the Course	Category	Hours/Wk.	Credits
24HIT3266	Professional Competency Skill	SEC	3	2

This course presents the awareness about competitive examination and method of the preparation of competitive exams. It gives knowledge about historical facts and key events of Indian History, the salient features of Indian Constitution and current events.

### Course Outcomes:

At the end of the course, students will be able to

**CO 1:** perceive the characteristic features of Indian heritage and culture

**CO 2:** outline the key events of Indian history since 18<sup>th</sup> century

**CO 3:** describe the salient features of Indian Constitution.

**CO 4:** discuss the major environmental issues and effects of Globalization.

**CO 5:** assess the role of women in contemporary society and current affairs.

### Unit I: 9 Hours

Competitive Examinations at the National and State UPSC and TNPSC-qualifications – Plan and nature of competitive examinations – Indian Heritage and Indian Culture.

### Unit II: 9 Hours

Indian History from the middle of the 18<sup>th</sup> century to the present- significant events, personalities, issues – Freedom struggle – its various stages.

### Unit III: 9 Hours

Indian Constitution- Salient Features – Important Articles-Amendments- Important Acts –Political system, Panchayat Raj, Economic and social development.

### Unit IV: 9 Hours

Geography of India –Physical, Social, Economic–General issues on Environmental ecology, Biodiversity, and Climate Change – effects of Globalization.

### Unit V: 9 Hours

Current Events of National and international importance-women organizations-Ethics, Attitude, Aptitude, Awareness.

### Learning Resources:

Text Books

1. Bipan Chandra, *India Since Independence*, Penguin Random House, India,2008.
2. Bipan Chandra, *Modern India: A History Text Book for Class XII*,NCERT, Delhi,1990.

References

1. Bipan Chandra., *India's Struggle for Independence*, Penguin Random House, India,2016
2. Ram Ahuja., *Social problems in India*,(3<sup>rd</sup> edn,) Rawat Publications 2014
3. Ram Sharan Sharma, *Ancient India:A History Text book for class XI*, NCERT, 1999
4. Satish Chandra, *Medieval India: Text book in History for Class XI*, NCERT,2005
5. Sonali Bansal, Snehil Tripathi, *Modern Indian History, For Civil Services Preliminary and Main Examinations*, McGraw Hill, 2021



Websites/ e-Learning Resources

<https://www.britannica.com/place/India/History>

<https://ncert.nic.in/ncerts/l/gess104.pdf>

**CO-PO Mapping Table**

	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PO6</b>	<b>PO7</b>	<b>PO8</b>	<b>PO9</b>	<b>PO10</b>
<b>CO 1</b>	3	3	2	-	2	2	2	2	3	2
<b>CO 2</b>	3	2	1	1	2	1	3	1	2	1
<b>CO 3</b>	3	2	2	2	-	2	3	1	1	3
<b>CO 4</b>	2	2	3	2	2	2	2	1	-	2
<b>CO 5</b>	2	2	2	1	2	2	3	2	2	2
<b>Average</b>	<b>2.6</b>	<b>2.2</b>	<b>2</b>	<b>1.5</b>	<b>2</b>	<b>1.8</b>	<b>2.6</b>	<b>1.4</b>	<b>2</b>	<b>2</b>

**Department of History**

**Value Added Course**

**w.e.f 2024-2025**

<b>Sem</b>	<b>Course No</b>	<b>Course Title</b>	<b>Hours/Wk</b>	<b>Credits</b>
2	24HIT122V	Monuments in India	2	2
3	24HIT221V	Eco Tourism	2	2
5	24HIT321V	Social- Religious Reform Movement	2	2

Course Code	Name of the Course	Category	Hours/Wk.	Credits
24HIT221V	Monuments in India	Value Added Course	2	2

This course empowers the students to recognize the importance of the monuments. This course offers various cultures and various style of architecture.

### Course Outcome

At the end of the course, students will be able to

**CO1:** perceive the knowledge on the monuments in the historical context.

**CO2:** summarize the values of the Buddhist and Jain monuments.

**CO3:** explain the significance of the monuments during medieval period.

**CO4:** analyze the important monuments in Tamilnadu

**CO5:** examine the features of monuments during British period.

**Unit I:** **6 Hours**

Monuments - Historical significance - Types: Religious and Secular - Nalanda University -Vikramashiela monasteries.

**Unit II:** **6 Hours**

Stupas – Sanchi – Chaityas –Vikaras - Ajanta and Ellora - Elephanta caves - Buddhist Monasteries.

**Unit III:** **6 Hours**

Medieval Period: Qutub Minor - Alai Darwaza - Red Fort - Taj Mahal - Agra Fort - Fatehpur Sikiri - Bulandarwaza.

**Unit IV:** **6 Hours**

Kallanai - Mamallapuram - Tiger cave - Monolithi Rathas - Jain Monuments in Madurai -Kazhugumalai.

**Unit V:** **6 Hours**

Victoria Memorial Mahal - Gate way of India - India Gate - St.George Fort - Ribbon building -Rashtrapati Bhavan.

### Learning Resources:

Text Book

1. Mrinalin Venkateswaran, Monuments of India, Scholastic Children, 2009.
2. Sonia Metha, Monuments of India, Har-Anand Publications Private Limited, New Delhi,2015.

References

1. George Michell, Southern India, A guide to Monuments sites and Museums, Roli books Pvt. Ltd., Mumbai, 2006.
2. Swamy Chidatman Jee Maharaj, Historical Monuments of India, Anmol Publications Pvt Ltd, 2009
3. Vivek Kumar Pandey, Monuments of India,Notion Press, Chennai, 2020.

Websites/e-learning resources

<https://asi.payumoney.com/>

### CO – PO Mapping

	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PO6</b>	<b>PO7</b>	<b>PO8</b>	<b>PO9</b>	<b>PO10</b>
<b>CO 1</b>	3	2	1	1	2	2	1	1	1	2
<b>CO 2</b>	3	2	-	2	2	2	-	1	2	1
<b>CO 3</b>	3	2	1	-	2	2	2	1	2	-
<b>CO 4</b>	3	2	3	2	2	2	1	1	1	1
<b>CO 5</b>	3	2	2	2	2	2	1	1	2	2
<b>Average</b>	<b>3</b>	<b>2</b>	<b>1.8</b>	<b>1.6</b>	<b>2</b>	<b>2</b>	<b>1.2</b>	<b>1</b>	<b>1.6</b>	<b>1.5</b>

Course Code	Name of the Course	Category	Hours/Wk.	Credits
24HIT221V	Eco Tourism	Value Added Course	2	2

This course dealt with travelling to natural areas with the purpose to educate the travelers without the environmental and cultural impact. Forest and its wildlife are the primary settings for eco-tourism activities. It also traces the business of eco-tourism.

### Course Outcome

At the end of the course, students will able to

**CO1:** define the meaning and the principles of Eco Tourism.

**CO2:** summarize Eco Tourism Venues and the Public Protected Areas.

**CO3:** enumerate the economic, environmental, socio-cultural impact of Eco- Tourism on local communities.

**CO4:** examine Eco Tourism in the Inter Sector Context.

**CO5:** analyses the Business of Eco Tourism with reference to Accommodation, Tour Operators.

#### Unit I:

**6 Hours**

Introduction to Ecotourism - Principles of Ecotourism - Types of Ecotourism -Global Growth and Magnitude of Ecotourism.

#### Unit II:

**6 Hours**

Ecotourism Venues - Public Protected Areas- Privately Owned Protected Areas - modified spaces - indigenous territories.

#### Unit III:

**6 Hours**

Ecotourism - Economic impact- Environmental impacts - Exploring socio- cultural impacts on Local Communities- Developing Indicators for Destination Sustainability.

#### Unit IV:

**6 Hours**

Ecotourism in the Inter Sectoral Context -Ecotourism Related Organizations -Place of Ecotourism in Public Policy and Planning.

#### Unit V:

**6 Hours**

Business of Ecotourism - Accommodation - Tour operators - Tour Guides and Interpretation - Pursuit of excellence - accreditation and benchmarking.

### Learning Resources

#### Text Books

1. David A Fennell, Ecotourism An Introduction, Routledge, London, 1999
2. David Bruce Weaver, The Encyclopedia of Ecotourism, CABI Publishing, UK, 2001.
3. Dhulasi Birundha. V, Environmental Challenges Towards Tourism, Kanishka Publishers and Distributors, New Delhi, 2003.
4. Govind Prasad, Shardendu Kislaya, Kanhaiyalal Gupta, Ecotourism and Environmental Management, Discovery Publishing House, New Delhi 2007.

#### Reference

1. Harish Bhatt, Badan B.S, Ecotourism, Cresnet Publishing Corporation, New Delhi, 2006.
2. Hosetti .B.B, Ecotourism Development and Management, Pointer Publishers, Jaipur, 2007.
3. Hosetti .B.B, Kumar. A, Environmental Impact Assessment and Management, Daya Publishing House, Delhi, 1998.

4. Meenakshi Thakur, Ecotourism and Sustainable Tourism, Omega Publication, New Delhi, 2008.
5. Romila Chawla, Impacts of Tourism, Sonali Publication, New Delhi, 2006.

Websites/ e-Learning Resources

[https://www.google.com/search?q= Tour +operator](https://www.google.com/search?q=Tour+operator)

[https://www.google.com/search?q= Interpretation](https://www.google.com/search?q=Interpretation)

**CO – PO Mapping**

	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PO6</b>	<b>PO7</b>	<b>PO8</b>	<b>PO9</b>	<b>PO10</b>
<b>CO 1</b>	1	2	2	1	2	2	2	1	1	1
<b>CO 2</b>	2	2	1	2	1	2	2	-	2	1
<b>CO 3</b>	1	2	1	-	2	2	2	1	1	1
<b>CO 4</b>	2	2	3	2	2	2	2	1	-	2
<b>CO 5</b>	2	2	2	2	2	2	2	1	2	1
<b>Average</b>	1.6	2	1.6	2.3	1.8	2	2	1	1.5	1.2

Course Code	Name of the Course	Category	Hours/Wk.	Credits
24HIT321V	Social - Religious Reform Movements in India	Value Added Course	2	2

This course highlights the eradication of the social and religious inequality and social evils. It also traces the contributions of the reformers for the emancipation of women in society.

### Course Outcome

At the end of the course, students will be able to

**CO1:** perceive the concept of movements and its types.

**CO2:** summarize the activities of the Reformist movement.

**CO3:** examine the contributions of the Revivalist.

**CO4:** assess the charities of the important movements.

**CO5:** illustrate the various movements related to the upliftment of the people.

**Unit I:** **6 Hours**

Introduction – Factors for the rise of Socio - Religious reform movements - Types – Reformist -Revivalist.

**Unit II:** **6 Hours**

Brahma Samaj - Sects – Activities - Rajaram Mohan Roy - Aligarh Movement – Principles - Prarthana Samaj.

**Unit III:** **6 Hours**

Arya Samaj - Principles-Contributions - Swamy Dyananda Saraswathi - Deoband Movement -Ahmadiya movement.

**Unit IV:** **6 Hours**

Theosophical movement – Principles - Ramakrishna Mission - Swami Vivekananda – Contributions - Satyashodhak Samaj - Young Bengal Movement.

**Unit V:** **6 Hours**

Temple Entry Movement - St. Ramalinga - Vaikunda Swamigal - Narayana Guru - Iyothee Thassar - Self Respect movement.

### Learning Resources:

Text Books

1. Bipan Chandra, History of Modern India, Orient Black Swan Publications, New Delhi, 2012.
2. Sharma.L.P, History of Modern India, Konark Publishers Pvt, Limited, Delhi, 1990.

References

1. Buchler, S. M, Social Movements in Advanced Capitalism. Oxford: Oxford University Press, 2000.
2. Kenneth W. Jones, Socio-Religious Reform Movements in British India, Cambridge Press, England, 2006.
3. Pruthi. R.K, Social and Religious Reform Movements In Modern India, Arjun Publishing House, New Delhi, 2014.

### CO – PO Mapping

	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PO6</b>	<b>PO7</b>	<b>PO8</b>	<b>PO9</b>	<b>PO10</b>
<b>CO 1</b>	3	2	2	2	2	2	-	2	2	2
<b>CO 2</b>	2	1	2	2	-	2	1	2	2	1
<b>CO 3</b>	2	2	1	2	2	2	2	2	2	2
<b>CO 4</b>	2	2	2	2	2	2	-	1	2	3
<b>CO 5</b>	3	2	2	2	2	2	1	2	3	2
<b>Average</b>	<b>2.4</b>	<b>2</b>	<b>1.8</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>1.3</b>	<b>1.8</b>	<b>2.2</b>	<b>2</b>